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ABSTRACT

Everyone is concerned when children, especially school children, are the victims of violent crime, but schools bear a special responsibility for the safety of students when they are in the classroom, on school grounds, or on school-provided transportation. The Bureau of Justice Statistics and the National Center for Educational Statistics have collaborated on collecting information about students' experience of crime and crime-related conditions at school. This report presents a national portrait of the degree to which students ages 12 to 19 experience violent crime or theft of their property at school and their perceptions of the presence of guns, street gangs, and illegal drugs at their schools. It also highlights the important changes in these crime-related factors that occurred from 1989 to 1995. Students for the study were interviewed in their homes, either in person or by telephone. It was found that more students were exposed to certain problems at school in 1995 than in 1989. The former group was more likely to report that they had experienced violent victimization, could obtain drugs, and were aware of street gangs at school. A second key finding was that various types of problems tended to coexist; for example, reports of violent victimization were higher among students who believed drugs were available than among students who reported that drugs were not readily available. Contains 5 tables and 15 figures. (RJM)

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U.S. Department of Education
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National Center for Education Statistics

Bureau of Justice Statistics

March 1998

1989 and 1995 School Crime Supplement to the National Crime Victimization Survey

Students' Reports of School Crime: 1989 and 1995

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March 1998

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Foreword

All of us are concerned when children are victims of crime, especially violent crime, but schools bear a special responsibility for the safety of students when they are in the classroom, on school grounds, or on school-provided transportation. For this reason, the Bureau of Justice Statistics and the National Center for Education Statistics have collaborated on collecting information about students' experience of crime and crime-related conditions at school.

This is the first report that analyzes the two (1989 and 1995) School Crime Supplements to the National Crime Victimization Survey together. It presents a national portrait of the extent to which students ages 12 to 19 experience violent crime or theft of their property at school, and their perceptions of the presence of guns, street gangs, and illegal drugs at their schools. It also highlights the important changes in these crime-related factors between 1989 and 1995.

Much more data were collected than are analyzed in this report, so we plan future reports that provide more in-depth analyses of the 1989 and 1995 data. In addition, we hope to produce more frequent updates of information from this survey of students and to present annually a variety of statistics about the safety of children in school.

The students in this study were interviewed in their homes or by telephone from their homes. These interviews were ably conducted by the Census Bureau, which also prepared the data for our analysis teams. The Bureau of Labor Statistics helped in the wording of the questionnaire items. We also want to thank all of the students who answered our questions and the adult members of their households who gave permission for this statistical data collection.

Pascal D. Forgione, Jr., Ph.D.
Commissioner of Education Statistics

Jan M. Chaiken, Ph.D.
Director of the Bureau of Justice Statistics

Acknowledgments

Altogether, four federal statistical agencies contributed to the making of the 1995 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). While the authors represent the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), persons at the Bureau of the Census and the Bureau of Labor Statistics also contributed. The authors would like to thank Kathy Creighton and Marilyn Monihan and the headquarters and field staff of the Bureau of the Census for their hard work during the design, data collection, and data cleaning phases of this effort. Also contributing during the design phase was Linda Stinson from the Office of Survey Methods Research at the Bureau of Labor Statistics, who helped test items for the questionnaire.

We are grateful to Paul Planchon, Associate Commissioner of NCES, for encouraging us to pursue this collection and report, and to Dan Kasprzyk, Director of Education Survey Programs at NCES for helping to find the resources necessary to complete the report. In addition, we would like to thank Mary Frase and John Ralph, also from NCES, for their contributions during the design phase.

From BJS, we wish to thank Charles Kindermann, Chief of Crime Measurement, Methodology, and Systems Support, and Patsy Klaus of the Victimization Statistics Branch for their work in planning and fielding the SCS.

Reviewers of the report included Marilyn McMillen, Dan Kasprzyk, Michael Cohen, Mary Frase, John Ralph, and Edie McArthur at NCES and Lawrence Greenfeld, Patsy Klaus, and Tom Hester at BJS. Outside of NCES and BJS, school crime experts who reviewed the report were Paul Kingery of the Hamilton Fish National Institute on School and Community Violence, Barbara Allen-Hagen of the Office of Juvenile Justice and Delinquency Prevention of the U.S. Department of Justice, and, from other parts of the Department of Education, Ollie Moles of the Office of Educational Research and Improvement, Bill Modzeleski and Sara Strizzi of the Safe and Drug Free Schools Program, and Joanne Wiggins of the Planning and Evaluation Service. The authors appreciate the thorough reading and thoughtful suggestions provided by these reviewers. Their input substantially improved the publication. Any remaining errors or problems are the sole responsibility of the authors.

Finally, the authors would like to thank Amanda Miller of the Education Statistics Services Institute and Marilyn Marbrook, Chief of Publication and Electronic Dissemination at BJS, for their assistance in preparing this document for publication and dissemination.

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Introduction and Background

This report is the first focusing on data collected in the 1995 School Crime Supplement (SCS), an enhancement to the National Crime Victimization Survey (NCVS). The NCVS is an ongoing household survey that gathers information on the criminal victimization of household members age 12 and older. While this report does not cover all of the items in the dataset, it covers those pertinent to school crime. These include: victimization at school, drug availability at school, street gangs at school, and guns at school. In this report, victimization is in terms of prevalence as opposed to counts of events. In other words, the report focuses on the percent of students who have been victimized one or more times.

To put the 1995 estimates in context, data from the 1989 SCS are also presented. Key findings include:

- There was little or no change in the percent of students reporting any (violent or property) victimization at school (14.5 percent versus 14.6 percent), or the percent of students reporting property victimization at school (12.2 percent versus 11.6 percent) between 1989 and 1995 (table 1). However, there was an increase in the percent of students reporting violent victimization at school (3.4 percent versus 4.2 percent) between the two years.

- In 1989, most students, 63.2 percent, reported that marijuana, cocaine, crack, or uppers/downers were available at school (either easy or hard to obtain; table 2). This number increased somewhat to 65.3 percent in 1995.

- The percent of students reporting street gang presence at school nearly doubled between 1989 and 1995, increasing from 15.3 percent to 28.4 percent (table 4).

- In 1995, a series of questions was asked about guns at school.[1] Almost no students reported taking a gun to school (less than one half of one percent), 5.3 percent reported seeing another student with a gun at school, and 12.7 percent reported knowing another student who brought a gun to school.

The supplements were fielded in January through June of their respective years to nationally representative samples of approximately 10,000 students. Eligible respondents to the supplements had to be between the ages of 12 and 19, and had to have attended school at some point during the six months preceding the interview. Respondents were only asked about crimes that had occurred at school during the six months prior to the interview. "At school" was defined as in the school building, on school grounds, or on a school bus.

Readers should be aware that the 1989 SCS estimates on victimization at school shown in this report do not match the estimates presented in the first analysis of the 1989 SCS.[2] In both the

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[1] A similar series of questions was not included in 1989.

[2] See L. Bastian and B. Taylor. *School Crime: A National Crime Victimization Survey Report*, NCJ-131645 (U.S. Department of Justice, Bureau of Justice Statistics, Washington, D.C., 1991).

1989 and 1995 SCS collections, persons 12 to 19 years of age were asked to respond to the NCVS and the SCS, and victimization information was captured in both questionnaires. The earlier authors elected to use the victimization information reported in the NCVS, rather than the SCS, in the development of their estimates. Because of a redesign of the NCVS in 1992, the 1995 victimization estimates from the NCVS cannot readily be compared to those developed before 1993.[3] Therefore, the authors of this report elected to reanalyze the 1989 data to compare estimates of victimization in 1995 to 1989 using the SCS data in both cases. Undoubtedly, the redesign of the NCVS also had implications on responses to the SCS. Unfortunately, it is not possible to measure the extent of the impact. (More information about the redesign and a comparison of SCS versus NCVS estimates of victimization can be found in the methodology section of this report.)

This report presents estimates for two points in time, six years apart. Readers should not assume that the time points represent a stable trend between 1989 and 1995. In fact, if estimates had been developed for the intervening years, many changes might be seen.

In this report, each topic is covered in a two- or three-page presentation that consists of bullets and figures. Comprehensive tables on each of the topics can be found after the body of the report. A methodology section, which describes the data collections and the analysis approach, follows the tables. Shown in appendix A are tables containing standard errors of the estimates, and shown in appendix B are the 1989 and 1995 School Crime Supplement questionnaires.

Again, this report does not exhaustively cover all of the data available in the 1989 and 1995 data sets. Readers can obtain the 1989 SCS data through the National Archive of Criminal Justice web site at "http://www.icpsr/umich/edu/NACJD/" (study number 9394), and the 1995 SCS data will soon be made available through the same source. A SCS, jointly developed by the Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES), will continue to be fielded as a supplement to the NCVS every few years.

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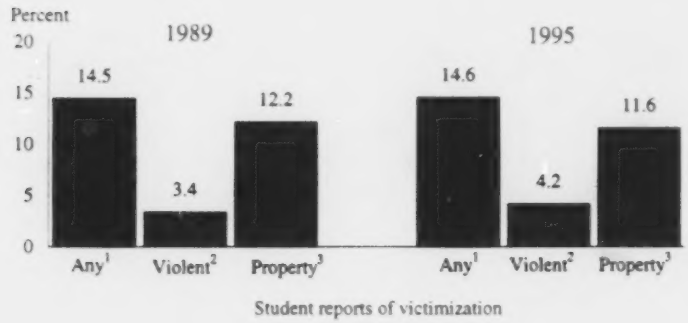
[3] C. Kindermann, J. Lynch, and D. Cantor. *Effects of the Redesign on Victimization Estimates*, NCJ-164381 (U.S. Department of Justice, Bureau of Justice Statistics, Washington, D.C., 1997).

Figure 1.— Percent of students ages 12 through 19 who reported experiencing various forms of victimization at school: 1989 and 1995

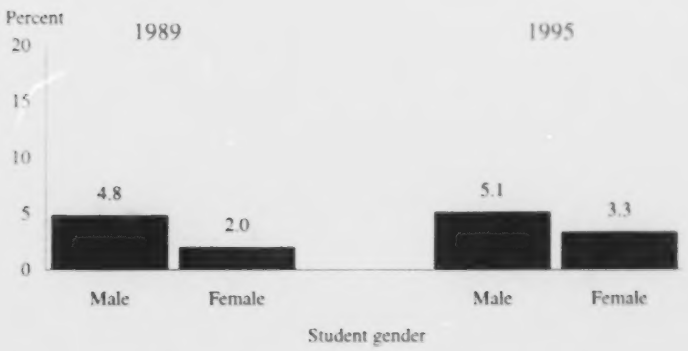


[1]Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization".
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- The overall level of victimization in schools in 1995, 14.6 percent, was similar to that in 1989, 14.5 percent. There was an increase in the percentage of students reporting violent victimizations, however, increasing from 3.4 percent to 4.2 percent.

Figure 2.— Percent of students ages 12 through 19 who reported experiencing violent victimization at school, by gender: 1989 and 1995

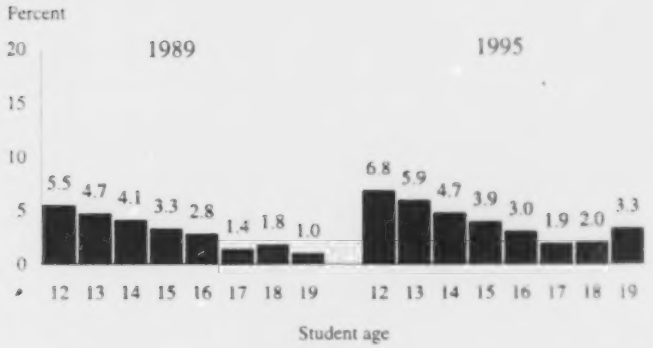


NOTE: Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- In 1995, male students (5.1 percent) were more likely than female students (3.3 percent) to have experienced violent victimization at school. A similar relationship also existed between violent victimization and gender in 1989.
- While the percent of male students who reported having experienced violent victimization at school was about the same in 1989 as it was in 1995, there was an increase in the percent of female students who reported such victimization.

Figure 3.— Percent of students ages 12 through 19 who reported experiencing violent victimization at school, by age: 1989 and 1995

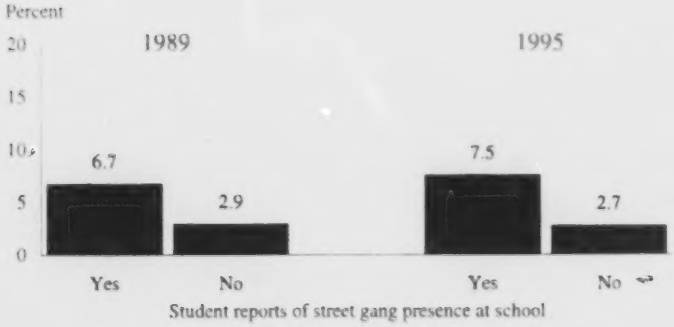


NOTE: Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- Younger students were more likely to experience violent victimization than were older students in both 1989 and 1995.

Figure 4.— Percent of students ages 12 through 19 who reported experiencing violent victimization at school, by student reports of street gang presence at school: 1989 and 1995



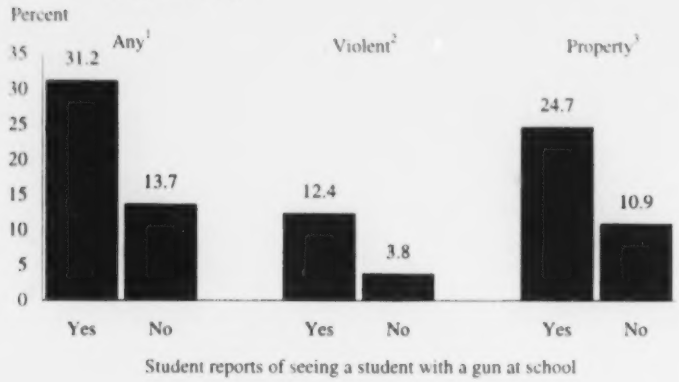
NOTE: Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- In 1995, only 2.7 percent of students who reported no street gang presence at school experienced violent victimization compared to 7.5 percent who reported street gang presence at school. Similar results occurred in 1989. (See figure 9 and table 4 for reported prevalence of street gangs at school.)

- Between 1989 and 1995, the percent of students reporting that they were violently victimized at school did not noticeably change among students who reported street gang presence at school, nor did it noticeably change among students who reported no street gang presence at school.

Figure 5.— Percent of students ages 12 through 19 who reported experiencing various forms of victimization at school, by student reports of seeing a student with a gun at school: 1995



[1]Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization".
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.

NOTE: Students were not asked about seeing other students with guns at school in the 1989 SCS.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

- Of those students who reported seeing a student with a gun at school, 12.4 percent reported being victims of violent crime at school compared to 3.8 percent of those who had not. (See table 5 for student reports of seeing a student with a gun at school.)

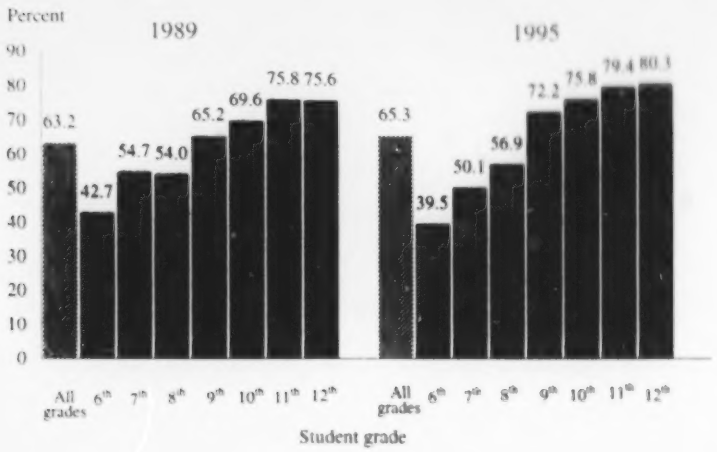
Additional findings about student reports of victimization at school from table 1:

- Student reports of having experienced violent victimization at school were relatively uniform across the different places of residence in 1995 when 4.7 percent of students residing in central cities, 4.4 percent of those residing in suburbs, and 3.5 percent of students residing in nonmetropolitan areas reported such victimization. The same was true in 1989.

- Public school students were more likely to report having experienced violent victimization (4.4 percent) than were private school students (2.3 percent) in 1995. However, public (3.5 percent) and private school students (2.9 percent) were about as likely to report having experienced violent victimization in 1989.

- In 1995, students who reported that drugs were available at school were more likely to report having been violently victimized than students who reported that no drugs were available (4.7 percent v. 3.0 percent). Similar results occurred in 1989. (See figure 6 and table 2 for student reports of drug availability at school.)

Figure 6.— Percent of students ages 12 through 19 who reported that drugs were available at school, by grade: 1989 and 1995

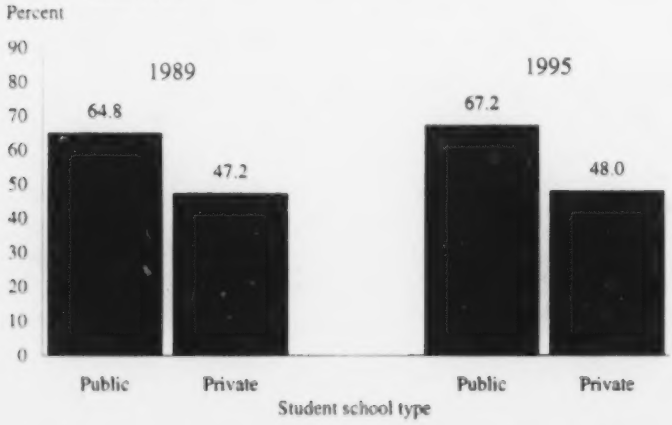


NOTE: In the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If the students reported any of these to be easy or hard to obtain at school, they are considered having reported that drugs were available at school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- Though the increase was small, the percentage of students reporting that drugs were available rose from 63.2 percent in 1989 to 65.3 percent in 1995.
- Students in higher grades were more likely than students in lower grades to report that drugs were available at school in both 1989 and 1995.

Figure 7.— Percent of students ages 12 through 19 who reported that drugs were available at school, by school type: 1989 and 1995



NOTE: In the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If the students reported any of these to be easy or hard to obtain at school, they are considered having reported that drugs were available at school.

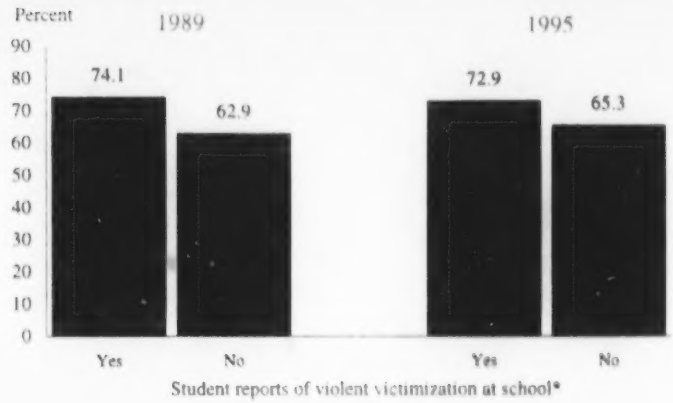
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- In 1995, students in public schools were more likely to report that drugs were available in their schools than were students in private schools (67.2 percent v. 48.0 percent). Similar results occurred in 1989.
- A higher percent of public school students reported that drugs were available at school in 1995 than in 1989. However, the percent of private school students who reported that drugs were available at school was about the same in 1995 as it was in 1989.

Availability of Drugs

(See also tables 2 and 3)

Figure 8.— Percent of students ages 12 through 19 who reported that drugs were available at school, by student reports of violent victimization at school: 1989 and 1995



*Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

NOTE: In the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If the students reported any of these to be easy or hard to obtain at school, they are considered having reported that drugs were available at school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995.

- In both 1995 and 1989, students who reported that they had experienced violent victimization at school were more likely to report that drugs were available at school than were students who reported that they had not been violently victimized at school.

- Among students who reported that they had experienced violent victimization at school, the percent of students reporting that drugs were available in 1989 was similar to the percent of students reporting that drugs were available in 1995.

Additional findings about student reports of drug availability at school from tables 2 and 3:

- Older students were more likely than younger students to report that drugs were available at school in both 1989 and 1995.

- In 1995, students who reported that street gangs were present at their schools were more likely to indicate that drugs were available (79.5 percent) than were those who did not report that street gangs were present (61.0 percent). The same results occurred in 1989.

- Among students reporting that street gangs were present at school, reports that drugs were available increased by 6 percentage points between 1989 and 1995. Among students reporting that gangs were not present, reports that drugs were available are similar between the two years.

- The percent of students reporting that marijuana was easy to obtain at school increased between 1989 and 1995, rising from 30.5 percent to 36.4 percent.

- In 1995, more students reported that marijuana was easy to obtain than any other drug. The same result was true in 1989.

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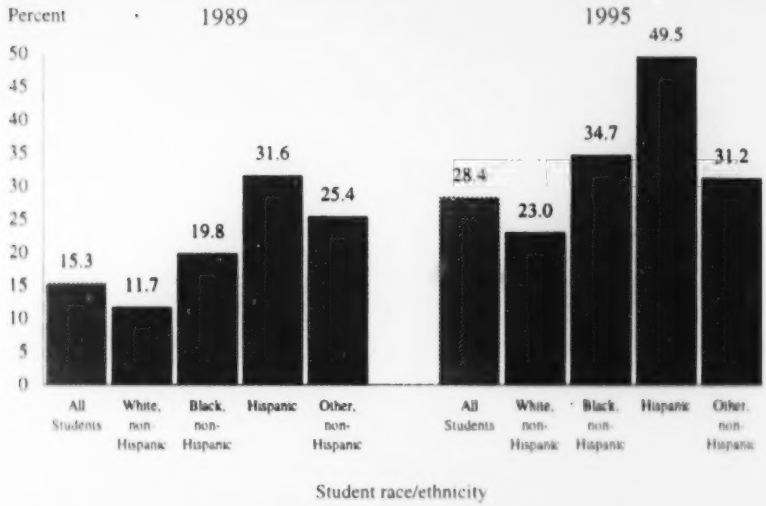
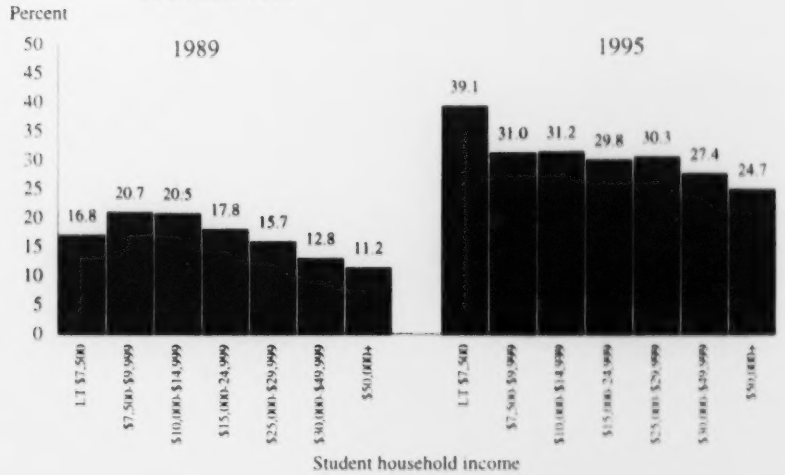
Figure 9.— Percent of students ages 12 through 19 who reported that street gangs were present at school, by race/ethnicity: 1989 and 1995



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995

- Students in 1995 were much more likely to report that street gangs were present in their schools than were students in 1989 (28.4 percent v. 15.3 percent).
- In 1995, Hispanic students were more likely than either white or black students to report the existence of street gangs in their schools (49.5 percent v. 23.0 percent and 34.7 percent, respectively). A similar set of relationships existed in 1989.

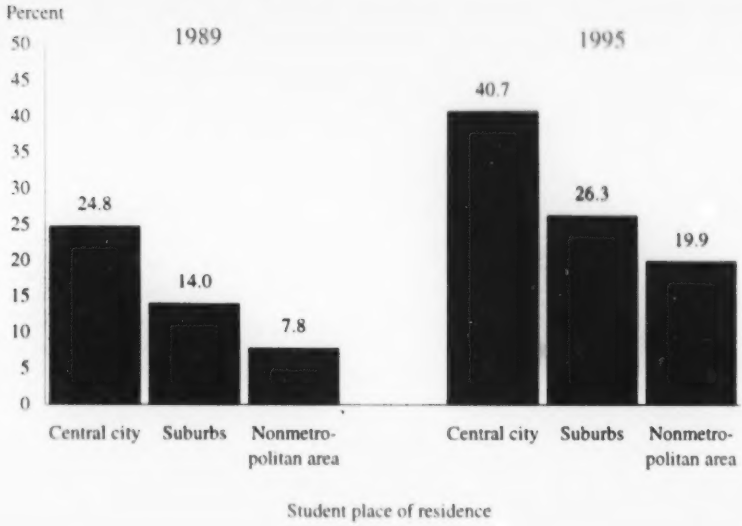
Figure 10.— Percent of students ages 12 through 19 who reported that street gangs were present at school, by household income: 1989 and 1995



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995

- In 1989 and 1995, students living in households with higher incomes were less likely to report that street gangs were present at school than were students in households with lower incomes.

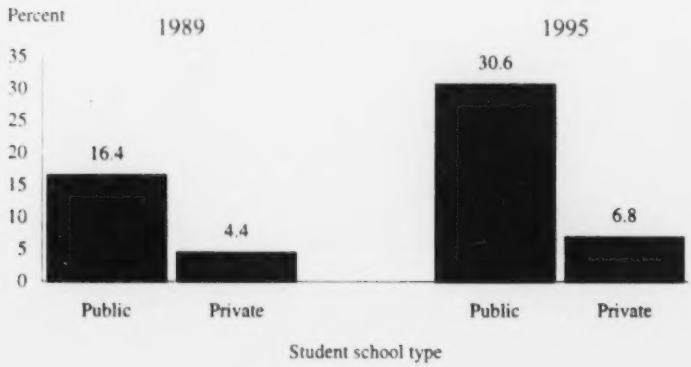
Figure 11.— Percent of students ages 12 through 19 who reported that street gangs were present at school, by place of residence: 1989 and 1995



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995

- Students in central cities were more likely to respond that there were street gangs at their schools (40.7 percent) than were suburban students (26.3 percent) or students in nonmetropolitan areas (19.9 percent) in 1995. Similar results occurred in 1989.
- Between 1989 and 1995, reports of gang presence increased in all three categories of student place residence.

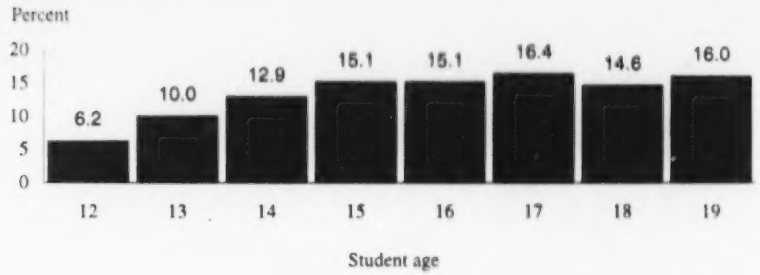
Figure 12.— Percent of students ages 12 through 19 who reported that street gangs were present at school, by school type: 1989 and 1995



SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and 1995

- Students in public schools were more likely to report that street gangs were present at school than were students in private schools in both years. In 1995, 30.6 percent of students in public schools reported that street gangs were present compared to 6.8 percent in private schools. The 1989 percents were 16.4 and 4.4, respectively.
- Public school students were more likely to report that street gangs were present at school in 1995 than in 1989, while private school students were about as likely to report that street gangs were present in both years.

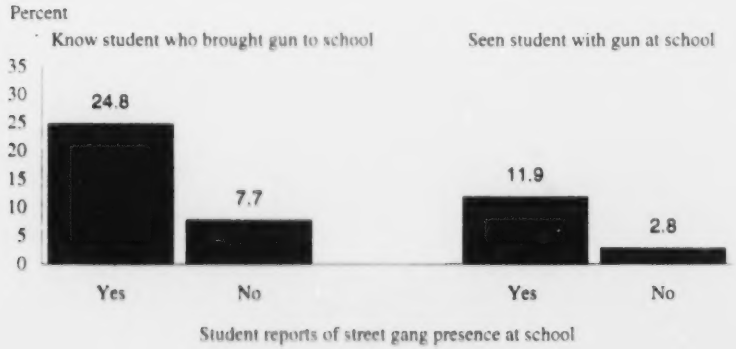
Figure 13.— Percent of students ages 12 through 19 who reported knowing a student who brought a gun to school, by age: 1995



- In 1995, older students were more likely than younger students to report knowing a student who brought a gun to school.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

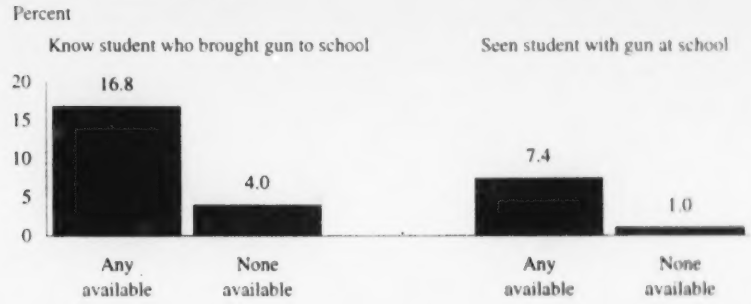
Figure 14.— Percent of students ages 12 through 19 who reported the presence of guns at school, by student reports of street gang presence at school: 1995



- Street gang presence at a student's school was related to knowing another student who brought a gun to school (24.8 percent v. 7.7 percent). In addition, street gang presence at a student's school was related to seeing another student with a gun at school (11.9 percent v. 2.8 percent).

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

Figure 15.— Percent of students ages 12 through 19 who reported the presence of guns at school, by student reports of drug availability at school: 1995



Student reports of drug availability at school: marijuana, cocaine, crack, and uppers/downers

NOTE: In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each is impossible to obtain, they are counted in the "None available" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

- Students who reported that drugs were available at school were more likely to have known another student who brought a gun to school (16.8 percent), and to have seen another student with a gun at school (7.4 percent) than were students who reported that drugs were not available (4.0 percent and 1.0 percent, respectively).

Additional findings about student reports of guns at school from table 5:

- In 1995, almost no students reported taking a gun to school (less than one half of one percent), 5.3 percent reported seeing another student with a gun at school, and 12.7 percent reported knowing another student who brought a gun to school.

- Black, non-Hispanic students were more likely than white, non-Hispanic students to report knowing another student who brought a gun to school (15.5 percent versus 12.3 percent). Black, non-Hispanic students were also more likely to report seeing another student with a gun at school than were white, non-Hispanic students (8.7 percent v. 4.4 percent).

- Students residing in central cities were more likely to report knowing another student who brought a gun to school (15.0 percent) than were students from suburban areas (12.3 percent) or students from nonmetropolitan areas (11.1 percent). Similarly, students from central cities were more likely to report seeing another student with a gun at school (6.8 percent) than were suburban or nonmetropolitan area students (each 4.8 percent).

- Public school students were more likely to report knowing another student who brought a gun to school than were students attending private schools (13.6 percent v. 4.4 percent). Public school students were also more likely to report seeing another student who brought a gun to school than were students attending private schools (5.7 percent v. 2.0 percent, respectively).

Summary

This report presents the first published findings from the 1995 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS) in addition to findings from a reanalysis of the 1989 SCS. Because of the issue's obvious importance to students, parents, educators, and policymakers, this first report focuses on the reported prevalence of crime in America's schools. More specifically, it explores student reports of victimization, drug availability, street gang presence, and gun presence at school.

One important finding that emerged from comparing estimates from the two time points was that more students were exposed to certain problems at school in 1995 than in 1989. As compared to students in 1989, students in 1995 were more likely to report that they had experienced violent victimization, could obtain drugs, and were aware of street gangs at school.

A second key finding was that various types of problems tended to co-exist. For instance, student reports of drug availability, street gang presence, and gun presence at school were all related to student reports of having experienced violent victimization at school. Reports of having experienced violent victimization were higher among students who reported that drugs were available than among students who reported that they were not. In addition, students who reported that street gangs were present were more likely than students who reported that they were not present to say that they had been violently victimized. Finally, students who reported seeing another student with a gun were more likely to say that they had experienced violent victimization than students who had not seen another student with a gun.

Because of the exploratory nature of this report, the crime variables were studied using bivariate analyses only. Future research will apply multivariate approaches to the data to help better understand possible interactions and patterns. Also, because the report focused on the important issues of school crime, it did not exhaustively cover all of the topics addressed by the data bases. Such topics as safety measures taken by schools to prevent crime, student avoidance of places in or near school because of fear of attack, and student perceptions of rule enforcement at school will form the basis of future work. It is the intent of both NCES and BJS to continue what has been a successful collaborative effort to conduct some of this research.

Table 1.— Percent of students ages 12 through 19 reporting criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year							
	1989				1995			
	Number of students (thousands)	Victimization			Number of students (thousands)	Victimization		
		Any[1]	Violent[2]	Property[3]		Any[1]	Violent[2]	Property[3]
		Percent Victimized	Percent Victimized	Percent Victimized		Percent Victimized	Percent Victimized	Percent Victimized
Total	21,554	14.5	3.4	12.2	23,933	14.6	4.2	11.6
Characteristics								
Student sex								
Male	11,166	15.2	4.8	12.1	12,331	15.8	5.1	12.0
Female	10,388	13.7	2.0	12.3	11,602	13.3	3.3	11.2
Student race/ethnicity								
White, non-Hispanic	15,349	14.3	3.4	12.2	16,351	14.5	4.1	11.6
Black, non-Hispanic	3,391	14.9	3.3	12.3	3,752	16.8	5.1	13.4
Hispanic	2,027	14.7	4.4	11.1	2,898	12.4	3.9	9.5
Other, non-Hispanic	787	14.7	2.2	13.3	932	13.7	3.9	11.0
Student age								
12	3,221	17.8	5.5	14.7	3,735	19.8	6.8	15.1
13	3,319	18.0	4.7	14.9	3,781	17.9	5.9	13.9
14	3,264	16.8	4.1	14.1	3,732	17.0	4.7	13.7
15	3,214	15.3	3.3	12.8	3,688	14.4	3.9	12.0
16	3,275	12.0	2.8	9.9	3,674	11.9	3.0	9.5
17	3,274	10.6	1.4	9.7	3,172	9.9	1.9	8.6
18	1,756	8.6	1.8	7.2	1,820	6.8	2.0	5.2
19	231	5.3	1.0	5.3	331	8.8	3.3	6.1
Student grade								
Sixth	1,818	17.9	5.7	14.8	2,315	18.0	6.7	13.3
Seventh	3,170	18.9	5.4	15.5	3,736	20.4	6.6	16.0
Eighth	3,258	16.1	4.0	13.1	3,795	17.1	4.7	13.9
Ninth	3,391	17.1	3.6	14.7	3,689	15.5	4.6	12.1
Tenth	3,082	13.9	2.5	11.9	3,662	12.9	3.3	10.7
Eleventh	3,224	10.5	2.2	8.8	3,460	9.5	2.3	7.5
Twelfth	3,172	8.3	1.2	7.6	2,990	8.7	1.7	7.5
Other	439	13.5	7.0	10.0	285	10.3	4.6	6.4
Student household income								
Less than $7,500	2,041	16.3	3.6	14.0	1,487	15.8	5.6	11.8
$7,500-$9,999	791	14.8	5.2	10.6	783	12.8	3.6	10.1
$10,000-$14,999	1,823	15.5	3.5	13.0	1,657	14.4	5.4	10.7
$15,000-$24,999	3,772	14.7	3.4	12.5	3,130	14.5	4.1	11.8
$25,000-$29,999	1,845	14.3	3.8	11.9	1,729	17.2	5.5	12.9
$30,000-$49,999	5,798	14.4	3.5	12.2	6,295	13.9	3.9	11.1
$50,000+	3,498	14.2	3.4	12.0	6,562	14.2	3.7	11.8
Not ascertained	1,983	11.7	2.3	9.9	2,289	15.5	4.4	12.5
Student place of residence								
Central city	5,816	16.1	3.9	13.4	6,309	14.7	4.7	11.3
Suburbs	10,089	13.8	3.5	11.3	11,341	14.6	4.4	11.5
Nonmetropolitan area	5,648	14.0	2.9	12.3	6,283	14.3	3.5	12.0
Student school type								
Public	19,265	14.7	3.5	12.3	21,719	14.8	4.4	11.7
Private	1,873	12.8	2.9	10.8	2,163	12.4	2.3	10.7
Not ascertained	416	11.8	3.1	9.6	+	+	+	+

Table 1.— Percent of students ages 12 through 19 reporting criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year							
	1989				1995			
	Number of students (thousands)	Victimization			Number of students (thousands)	Victimization		
		Any[1]	Violent[2]	Property[3]		Any[1]	Violent[2]	Property[3]
		Percent Victimized	Percent Victimized	Percent Victimized		Percent Victimized	Percent Victimized	Percent Victimized
Perceptions of conditions at school								
Student reports of street gangs at school								
Yes	3,301	21.8	6.7	17.3	6,796	21.4	7.5	16.4
No	17,042	13.1	2.9	11.2	13,687	11.8	2.7	9.8
Do not know	1,124	13.8	3.0	11.8	3,224	12.5	3.7	9.8
Not ascertained	88	8.0	1.8	8.0	226	8.4	4.8	3.6
Student reports of knowing a student who brought a gun to school								
Yes	—	—	—	—	3,042	24.6	8.6	19.8
No	—	—	—	—	20,608	13.2	3.6	10.5
Not ascertained	—	—	—	—	282	9.4	4.6	4.8
Student reports of seeing a student with a gun at school								
Yes	—	—	—	—	1,270	31.2	12.4	24.7
No	—	—	—	—	22,359	13.7	3.8	10.9
Do not know	—	—	—	—	+	+	+	+
Not ascertained	—	—	—	—	263	11.8	5.0	6.8
Student reports of drug availability: marijuana, cocaine, crack, upper/downers[4]								
Any available	13,630	16.8	4.0	14.2	15,630	16.0	4.7	12.8
None available	2,560	10.3	2.5	8.6	3,922	12.9	3.0	10.6
Do not know/Not ascertained	5,364	10.5	2.4	8.7	4,380	10.9	3.6	8.2

— Question is not asked in the 1989 School Crime Supplement.
+ Fewer than 30 sample cases.

[1]Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization".
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.
[4]In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each was impossible to obtain, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 2.— Percent of students ages 12 through 19 reporting the availability of drugs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year					
	1989		1995		1995	
	Number of students (thousands)	Any drug availability: 1989 definition[1]	Number of students (thousands)	Any drug availability: 1989 definition[1]	Number of students (thousands)	Any drug availability: 1995 definition[1]
		Percent		Percent		Percent
Total	21,554	63.2	23,933	65.3	23,933	66.8
Characteristics						
Student sex						
Male	11,166	64.6	12,331	66.7	12,331	68.3
Female	10,388	61.7	11,602	63.8	11,602	65.2
Student race/ethnicity						
White, non-Hispanic	15,349	64.6	16,351	66.1	16,351	67.7
Black, non-Hispanic	3,391	62.4	3,752	65.5	3,752	66.5
Hispanic	2,027	59.0	2,898	62.8	2,898	64.2
Other, non-Hispanic	787	51.5	932	58.9	932	59.6
Student age						
12	3,221	45.7	3,735	42.3	3,735	45.1
13	3,319	54.7	3,781	52.6	3,781	54.7
14	3,264	58.1	3,732	63.4	3,732	65.0
15	3,214	66.3	3,688	72.3	3,688	73.6
16	3,275	73.2	3,674	76.7	3,674	77.7
17	3,274	74.1	3,172	79.9	3,172	80.5
18	1,756	75.3	1,820	79.2	1,820	79.7
19	231	74.4	331	70.9	331	70.9
Student grade						
Sixth	1,818	42.7	2,315	39.5	2,315	42.0
Seventh	3,170	54.7	3,736	50.1	3,736	52.6
Eighth	3,258	54.0	3,795	56.9	3,795	58.4
Ninth	3,391	65.2	3,689	72.2	3,689	73.9
Tenth	3,082	69.6	3,662	75.8	3,662	76.8
Eleventh	3,224	75.8	3,460	79.4	3,460	79.8
Twelfth	3,172	75.6	2,990	80.3	2,990	80.9
Other	439	36.6	285	34.2	285	37.4
Student household income						
Less than $7,500	2,041	63.4	1,487	58.9	1,487	60.5
$7,500-$9,999	791	61.1	783	59.8	783	61.1
$10,000-$14,999	1,823	58.8	1,657	62.5	1,657	63.3
$15,000-$24,999	3,772	63.1	3,130	65.3	3,130	66.1
$25,000-$29,999	1,845	63.9	1,729	64.6	1,729	67.3
$30,000-$49,999	5,798	63.7	6,295	67.2	6,295	69.1
$50,000+	3,498	66.0	6,562	66.6	6,562	67.9
Not ascertained	1,984	61.6	2,289	64.8	2,289	66.2
Student place of residence						
Central city	5,816	61.2	6,309	65.6	6,309	66.8
Suburbs	10,089	63.0	11,341	66.4	11,341	68.0
Nonmetropolitan area	5,648	65.7	6,283	63.0	6,283	64.5
Student school type						
Public	19,265	64.8	21,719	67.2	21,719	68.6
Private	1,873	47.2	2,163	48.0	2,163	49.3
Not Ascertained	416	64.1	+	+	+	+

Table 2.— Percent of students ages 12 through 19 reporting the availability of drugs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year					
	1989		1995		1995	
	Number of students (thousands)	Any drug availability: 1989 definition[1]	Number of students (thousands)	Any drug availability: 1989 definition[1]	Number of students (thousands)	Any drug availability: 1995 definition[1]
		Percent		Percent		Percent
Perceptions of conditions at school						
Student reports of street gangs at school						
Yes	3,301	73.4	6,796	79.5	6,796	80.7
No	17,042	61.6	13,686	61.0	13,686	62.6
Do not know	1,124	59.2	3,224	56.4	3,224	58.0
Not ascertained	88	51.0	226	24.0	226	24.0
Student reports of knowing a student who brought a gun to school						
Yes	—	—	3,042	86.4	3,042	87.7
No	—	—	20,608	62.5	20,608	64.0
Not ascertained	—	—	282	40.1	282	40.1
Student reports of seeing a student with a gun at school						
Yes	—	—	1,270	90.5	1,270	91.7
No	—	—	22,359	64.2	22,359	65.7
Do not know	—	—	+	+	+	+
Not ascertained	—	—	263	41.1	263	41.1
Student reports of being the victim of any violent or property crime at school						
Yes	3,116	73.5	3,485	71.1	3,485	74.5
No	18,400	61.6	20,315	64.6	20,315	65.8
Not ascertained	+	+	133	12.3	133	12.3
Student reports of being the victim of any violent crime at school[2]						
Yes	742	74.1	1,013	72.9	1,013	75.5
No	20,773	62.9	22,780	65.3	22,780	66.7
Not ascertained	+	+	140	15.2	140	15.2
Student reports of being the victim of any property crime at school[3]						
Yes	2,619	73.8	2,777	72.2	2,777	75.1
No	18,852	61.9	20,997	64.8	20,997	66.1
Not ascertained	83	44.5	159	17.4	159	17.4

— Question is not asked in the 1989 School Crime Supplement.
+ Fewer than 30 sample cases.

[1]In the 1989 School Crime Supplement, students were asked about the availability of marijuana, cocaine, crack, uppers and downers, and other illegal drugs. In the 1995 School Crime Supplement, students were asked about the availability of these drugs and were also asked about the availability of PCP, LSD, and heroin. When comparing across the two years, only those drugs that are listed on both surveys are counted (i.e. marijuana, cocaine, crack, and uppers and downers). This list of drugs is referred to as "Drug availability: 1989 definition". Other illegal drugs are excluded from the 1989 definition used in cross-year analyses. When not making comparisons across the two surveys and focusing solely on the 1995 estimates, all of the 1995 response categories are counted (this approach is referred to as "Drug availability: 1995 definition"). In both definitions if students reported that any of the listed drugs were easy or hard to obtain, they are included in the "Any available" category.
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 3.—Percent of students ages 12 through 19 reporting the difficulty of obtaining various drugs at school: 1989 and 1995

Drug	Year											
	1989						1995					
	Availability						Availability					
	Easy to Obtain	Hard to Obtain	Impossible to Obtain	Don't know if available	Don't know drug	Not ascert.	Easy to Obtain	Hard to Obtain	Impossible to Obtain	Don't know if available	Don't know drug	Not ascert.
	%	%	%	%	%	%	%	%	%	%	%	%
Marijuana	30.5	27.5	16.2	24.9	0.8	0.2	36.4	24.8	22.8	15.1	0.3	0.6
Crack	8.6	29.4	27.9	32.2	1.6	0.2	9.7	32.0	34.3	22.5	0.9	0.6
Other forms of cocaine	10.7	32.6	24.8	30.7	1.0	0.2	9.9	29.7	35.2	23.6	1.0	0.6
Uppers/downers	20.4	25.8	17.3	31.1	5.2	0.2	18.3	24.9	24.4	23.4	8.3	0.7
LSD	—	—	—	—	—	—	11.8	26.5	31.6	23.2	6.3	0.7
PCP	—	—	—	—	—	—	5.9	25.9	33.5	24.7	9.2	0.8
Heroin	—	—	—	—	—	—	5.6	27.7	40.0	23.9	2.2	0.7
Other Drugs	13.9	27.4	18.7	36.8	2.9	0.5	12.0	29.3	30.2	26.4	1.4	0.7

— Question is not asked in the 1989 School Crime Supplement

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 4.— Percent of students ages 12 through 19 reporting the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year									
	1989					1995				
	Number of students (thousands)	Street gangs at school				Number of students (thousands)	Street gangs at school			
		Yes	No	Do not know	Not ascert.		Yes	No	Do not know	Not ascert.
		Percent	Percent	Percent	Percent		Percent	Percent	Percent	Percent
Total	21,554	15.3	79.1	5.2	0.4	23,933	28.4	57.2	13.5	0.9
Characteristics										
Student sex										
Male	11,166	15.8	79.5	4.4	0.3	12,331	28.9	57.7	12.5	1.0
Female	10,388	14.8	78.6	6.1	0.5	11,602	27.9	56.7	14.6	0.9
Student race/ethnicity										
White, non-Hispanic	15,349	11.7	83.4	4.6	0.4	16,351	23.0	63.1	13.1	0.7
Black, non-Hispanic	3,391	19.8	72.8	6.9	0.4	3,752	34.7	49.5	14.0	1.8
Hispanic	2,027	31.6	61.8	6.0	0.7	2,898	49.5	36.7	12.9	0.9
Other, non-Hispanic	787	25.4	66.4	8.2	#	932	31.2	48.1	19.4	1.3
Student age										
12	3,221	12.1	83.2	4.4	0.4	3,735	19.3	65.1	14.3	1.4
13	3,319	14.5	80.1	5.3	0.2	3,781	26.7	58.0	14.4	0.9
14	3,264	17.9	76.3	5.5	0.3	3,732	30.6	56.1	12.7	0.7
15	3,214	16.2	77.6	6.0	0.2	3,688	32.7	52.6	13.7	1.0
16	3,275	16.4	78.8	4.7	0.1	3,674	30.2	56.4	12.6	0.9
17	3,274	15.3	78.6	5.5	0.6	3,172	31.0	54.8	13.6	0.7
18	1,756	14.5	79.6	4.6	1.4	1,820	28.8	57.4	12.3	1.5
19	231	16.9	72.9	8.8	1.4	331	30.7	53.9	15.5	#
Student grade										
Sixth	1,818	10.3	84.4	4.8	0.5	2,315	15.7	67.8	14.8	1.7
Seventh	3,170	16.6	79.0	4.4	0.1	3,736	26.5	57.2	15.4	0.9
Eighth	3,258	13.6	80.4	5.7	0.3	3,795	28.7	58.9	11.9	0.4
Ninth	3,391	19.6	73.9	6.2	0.3	3,689	32.4	51.5	15.0	1.1
Tenth	3,082	16.0	79.0	4.9	0.2	3,662	33.7	52.7	12.7	0.9
Eleventh	3,224	15.3	78.4	5.6	0.6	3,460	30.6	57.3	11.4	0.7
Twelfth	3,172	14.2	80.9	4.2	0.7	2,990	27.5	57.6	13.9	1.0
Other	439	9.8	79.2	8.8	2.2	285	15.5	73.9	8.2	2.5
Student household income										
Less than $7,500	2,041	16.8	76.0	6.7	0.5	1,487	39.1	44.7	15.2	1.0
$7,500-$9,999	791	20.7	69.9	9.5	0.0	783	31.0	46.0	19.6	3.4
$10,000-$14,999	1,823	20.5	72.7	6.4	0.4	1,657	31.2	53.3	15.2	0.3
$15,000-$24,999	3,772	17.8	76.9	4.9	0.4	3,130	29.8	54.7	14.0	1.5
$25,000-$29,999	1,845	15.7	78.8	4.9	0.6	1,729	30.3	58.0	10.9	0.8
$30,000-$49,999	5,798	12.8	82.0	4.7	0.5	6,295	27.4	58.6	13.4	0.6
$50,000+	3,498	11.2	84.8	3.8	0.3	6,562	24.7	61.6	13.0	0.7
Not ascertained	1,984	16.3	77.4	5.7	0.5	2,289	28.6	58.2	11.7	1.5
Student place of residence										
Central city	5,816	24.8	68.4	6.3	0.5	6,309	40.7	43.3	15.0	1.1
Suburbs	10,089	14.0	81.1	4.4	0.4	11,341	26.3	59.8	13.2	0.7
Nonmetropolitan area	5,648	7.8	86.4	5.5	0.2	6,283	19.9	66.5	12.4	1.2
Student school type										
Public	19,265	16.4	77.9	5.3	0.3	21,719	30.6	54.4	14.2	0.8
Private	1,873	4.4	91.9	3.4	0.3	2,163	6.8	86.5	6.3	0.3
Not Ascertained	416	12.1	75.6	8.5	3.9	+	+	+	+	+

Table 4.— Percent of students ages 12 through 19 reporting the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year									
	1989					1995				
	Number of students (thousands)	Street gangs at school				Number of students (thousands)	Street gangs at school			
		Yes	No	Do not know	Not ascert.		Yes	No	Do not know	Not ascert.
		Percent	Percent	Percent	Percent		Percent	Percent	Percent	Percent
Perceptions of conditions at school										
Student reports of being the victim of any violent or property crime at school										
Yes	3,116	23.1	71.7	5.0	0.2	3,485	41.6	46.3	11.6	0.5
No	18,400	14.0	80.4	5.3	0.3	20,315	26.3	59.4	13.9	0.4
Not ascertained	+	+	+	+	+	133	2.4	4.6	3.5	89.5
Student reports of being the victim of any violent crime at school[1]										
Yes	742	29.6	65.5	4.6	0.2	1,013	50.5	36.7	11.7	1.1
No	20,773	14.8	79.7	5.2	0.3	22,780	27.6	58.4	13.6	0.4
Not ascertained	+	+	+	+	+	140	2.3	7.8	5.1	84.9
Student reports of being the victim of any property crime at school[2]										
Yes	2,619	21.8	72.9	5.1	0.3	2,777	40.1	48.3	11.3	0.3
No	18,852	14.5	80.1	5.2	0.2	20,997	27.0	58.7	13.8	0.4
Not ascertained	83	7.0	47.8	6.5	38.7	159	4.9	9.6	6.5	79.0
Student reports of knowing a student who brought a gun to school										
Yes	—	—	—	—	—	3,042	55.3	34.8	9.5	0.4
No	—	—	—	—	—	20,608	24.6	60.9	14.1	0.4
Not ascertained	—	—	—	—	—	282	13.4	29.9	10.7	46.0
Student reports of seeing a student with a gun at school										
Yes	—	—	—	—	—	1,270	63.8	29.9	6.3	0.0
No	—	—	—	—	—	22,359	26.5	59.1	13.9	0.4
Do not know	—	—	—	—	—	+	+	+	+	+
Not ascertained	—	—	—	—	—	263	16.2	25.5	9.7	48.6
Student reports of drug availability: marijuana, cocaine, crack, uppers/downers[3]										
Any available	13,630	17.8	77.0	4.9	0.3	15,630	34.6	53.5	11.6	0.3
None available	2,560	8.3	89.7	1.8	0.2	3,922	14.0	75.1	10.4	0.5
Do not know/Not ascertained	5,364	12.4	79.2	7.7	0.2	4,380	19.3	54.4	22.8	3.5

— Question is not asked in the 1989 School Crime Supplement.

+ Fewer than 30 sample cases.

No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

[2]Property victimization includes theft of property from a student's desk, locker, or other locations.

[3]In both the 1989 and 1995 SCS, students are asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students report any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each is not available, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 5.—Percent of students ages 12 through 19 reporting guns at school, by selected characteristics and perceptions of conditions at school: 1995

Student characteristics and perceptions of conditions at school	Year			
	1995			
	Number of students (thousands)	Took gun to school	Know student who brought gun to school	Seen student with a gun at school
		Percent	Percent	Percent
Total	23,933	0.1	12.7	5.3
Characteristics				
Student sex				
Male	12,331	0.1	12.4	6.1
Female	11,602	0.0	13.0	4.5
Student race/ethnicity				
White, non-Hispanic	16,351	0.1	12.3	4.4
Black, non-Hispanic	3,752	0.1	15.5	8.7
Hispanic	2,898	0.1	11.8	6.2
Other, non-Hispanic	932	#	11.1	4.8
Student age				
12	3,735	#	6.2	2.0
13	3,781	0.1	10.0	4.0
14	3,732	0.1	12.9	4.9
15	3,688	0.2	15.1	6.4
16	3,674	#	15.1	6.2
17	3,172	#	16.4	8.3
18	1,820	0.2	14.6	6.2
19	331	#	16.0	7.0
Student grade				
Sixth	2,315	#	5.7	2.0
Seventh	3,736	#	8.9	3.0
Eighth	3,795	0.1	11.9	4.8
Ninth	3,689	0.3	15.1	6.6
Tenth	3,662	0.1	14.6	5.9
Eleventh	3,460	#	15.4	7.3
Twelfth	2,990	#	16.2	6.9
Other	285	#	5.3	4.3
Student household income				
Less than $7,500	1,487	#	10.9	5.2
$7,500-$9,999	783	#	12.4	8.3
$10,000-$14,999	1,657	#	12.1	6.2
$15,000-$24,999	3,130	0.3	14.7	7.0
$25,000-$29,999	1,729	#	13.7	5.7
$30,000-$49,999	6,295	0.1	12.2	5.0
$50,000+	6,562	0.0	12.6	4.4
Not ascertained	2,289	#	12.8	4.5
Student place of residence				
Central city	6,309	#	15.0	6.8
Suburbs	11,341	0.1	12.3	4.8
Nonmetropolitan area	6,283	0.0	11.1	4.8
Student school type				
Public	21,719	0.1	13.6	5.7
Private	2,163	0.1	4.4	2.0
Not Ascertained	*	*	*	*

Table 5.— Percent of students ages 12 through 19 reporting guns at school, by selected characteristics and perceptions of conditions at school: 1995 — Continued

Student characteristics and perceptions of conditions at school	Year			
	1995			
	Number of students (thousands)	Took gun to school	Know student who brought gun to school	Seen student with a gun at school
		Percent	Percent	Percent
Perceptions of conditions at school				
Student reports of street gangs at school				
Yes	6,796	0.1	24.8	11.9
No	13,687	0.0	7.7	2.8
Don't know if present	3,224	0.1	9.0	2.5
Not ascertained	226	#	5.0	#
Student reports of being the victim of any violent or property crime at school				
Yes	3,485	0.3	21.4	11.4
No	20,315	0.0	11.3	4.3
Not ascertained	133	#	#	#
Student reports of being the victim of any violent crime at school[1]				
Yes	1,013	0.8	25.9	15.5
No	22,780	0.0	12.2	4.9
Not ascertained	140	#	#	#
Student reports of being the victim of any property crime at school[2]				
Yes	2,777	0.2	21.6	11.3
No	20,997	0.1	11.6	4.6
Not ascertained	159	#	#	#
Student reports of drug availability: marijuana, cocaine, crack, uppers/downers[3]				
Any available	15,630	0.1	16.8	7.4
None available	3,922	#	4.0	1.0
Do not know/Not ascertained	4,380	#	5.9	1.9

+ Fewer than 30 sample cases.

No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

0.0 Indicates that there are cases in the cell but that the cell total is less than 0.05.

[1]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

[2]Property victimization includes theft of property from a student's desk, locker, or other locations.

[3]In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each was not available, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

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Methodology

I. Background of the School Crime Supplement

Purpose and Sponsorship of the Survey

Criminal activity at school poses an obvious threat to the safety of students and can act as a significant barrier to the education process. In order to study the relationship between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its incidence must be collected. Jointly designed by the Department of Education's National Center for Education Statistics and Department of Justice's Bureau of Justice Statistics, the School Crime Supplement (SCS) was developed to address this data need.

Sample Design and Data Collection

Created as an occasional supplement to the annual National Crime Victimization Survey (NCVS), the SCS was fielded in 1989 and 1995. The NCVS collects data on the incidence of criminal activity against households and household members from a nationally representative sample of households (47,000 households in 1989 and 49,000 households in 1995). In both 1989 and 1995, households were sampled using a stratified multistage cluster design.[4]

NCVS interviews were conducted with each household member who was 12 years old or older. Once all NCVS interviews were completed, household members between the ages of 12 and 19 were given an SCS interview. Only those 12 -to 19-year-olds who were in primary or secondary education programs leading to a high school diploma, and who had been enrolled sometime during the 6 months prior to the interview, were administered the SCS questionnaire. Students who were home schooled were not included.

The SCS questionnaire was designed to record the incidence of crime and criminal activity occurring inside a school, on school grounds, or on a school bus during the 6 months preceding the interview. There were 10,449 SCS interviews completed in 1989 and 9,954 in 1995.

Data were collected by the Department of Commerce's Bureau of the Census. In both 1989 and 1995, SCS surveys were conducted between January and June, with one-sixth of the sample being covered each month. Interviews were conducted with the subject student over the telephone or in person. In both years, efforts were made to assure that interviews about student experiences at school were conducted with the students themselves. However, under certain circumstances, interviews with proxy respondents were accepted. These circumstances included interviews scheduled with a child between the ages of 12 and 13 where the parents refused to allow an interview with the child, interviews where the subject child was unavailable during the period of data collection, and interviews where the child was physically or emotionally unable to answer for him or herself.

Telephone interviews accounted for 7,418 of the 9,954 interviews in 1995, and 7,407 of the 10,449 interviews in 1989. Proxy interviews accounted for 363 of the 9,954 interviews in 1995, and 252 of the 10,449 interviews in 1989.

Responses to both the NCVS and the SCS are confidential by law. Interviewers are instructed to conduct interviews in privacy unless respondents specifically agree to permit others to be present. Most interviews for the NCVS and SCS are conducted by telephone, and most questions require "yes" or "no" answers, thereby affording respondents a further measure of privacy. By law, identifiable information about

[4] For more information regarding the sampling approach used in the National Crime Victimization Survey, refer to U.S. Department of Justice, Bureau of Justice Statistics, *"Criminal Victimization in the United States, 1994"*, NCJ-162126 (Washington, D.C., 1997).

respondents may not be disclosed or released to others for any purpose.

Unit and Item Response Rates

Unit response rates indicate how many sampled units have completed interviews. Because interviews with students could only be completed after households had responded to the NCVS, the unit completion rate for the SCS reflects both the household interview completion rate and the student interview completion rate. In the 1989 and 1995 SCS, the household completion rates were 96.5 percent, and 95.1 percent, respectively. The student completion rates were 86.5 percent and 77.5 percent.[5] Multiplying the household completion rate times the student completion rate produced an overall SCS response rate of 83.5 percent in 1989 and 73.7 percent in 1995.

The rate at which respondents provide a valid response to a given item is referred to as its item response rate. Item response rates for items used in this report were high. Most items were answered by over 95 percent of all eligible respondents. The only exception was the household income question which was answered by approximately 90 percent of all households in both years. Income and income-related questions typically have relatively low response rates due to their sensitive nature.

II. Notes Regarding Items Used in the Report

Differences between the 1989 and 1995 NCVS Victimization Items

Respondents to the SCS were asked two separate sets of questions regarding personal victimization. The first set of questions was asked as part of the ongoing NCVS and included data on up to six separate incidents of victimization reported by respondents to the NCVS. These questions covered several different dimensions of victimization including the nature of each incident, where it occurred, what losses resulted, etc. Earlier research on student victimization at school has relied on NCVS items to develop incident rates.[6] However, changes to the basic NCVS between 1989 and 1995 make cross-year comparisons using these items difficult. The 1995 NCVS used a different screening procedure to uncover victimizations than did the 1989 NCVS.

The new screening procedure was meant to elicit a more complete tally of victimization incidents than did the one used in the 1989 NCVS. For instance, the 1995 screener specifically asked whether respondents had been raped or otherwise sexually assaulted, whereas the 1989 screener did not. Therefore, NCVS item based cross-year changes in reported victimization rates, or lack thereof, may only be the result of changes in how questions were asked and not of actual changes in the incidence of victimization. For more details on this issue, refer the BJS report, "Effects of the Redesign on Victimization Estimates".[7]

Because NCVS questionnaires were completed before students were given the SCS questionnaires, it is likely that changes to NCVS victimization screening procedures differentially affected responses to the 1989 and 1995 SCS victimization items. While the assumption is not possible to test, it is nonetheless reasonable to expect that by providing a more detailed victimization screening instrument in the 1995 NCVS, that 1995 SCS respondents had better victimization recall than 1989 SCS respondents.

[5] It is assumed that the response rate for households with students between the ages of 12 and 19 is the same as that of all households. The reported unit response rates are unweighted.

[6] L. Bastian and B. Taylor, *School Crime: A National Crime Victimization Survey Report*.

[7] C. Kindermann, J. Lynch, and D. Cantor, *Effects of the Redesign on Victimization Estimates*.

Differences Between NCVS and SCS Items

A less detailed set of victimization questions, which was not modified between 1989 and 1995, was asked in the SCS. These items are more generally comparable across the two years and form the basis of the victimization section of this report. Readers should be aware that these items indicate a higher rate of victimization at school than do the six items included in the NCVS. For instance, using the NCVS items, BJS estimated that 9 percent of students experienced some form of victimization at school during the period covered by the 1989 SCS.[8] The 1989 SCS items, asked of the same students, indicate that 14.5 percent of them had experienced some sort of victimization at school.

One contributing factor to the difference may be the sequencing of the NCVS and SCS. Respondents were first asked the NCVS items and then asked the SCS items. Prompted by the NCVS to think about incidents of victimization, respondent recall may have improved by the time the SCS victimization questions were asked. A second contributing factor may be differences between the victimization questions asked in the NCVS and the SCS. In the NCVS, respondents were asked about an incident and where it occurred in separate questions. The SCS items asked respondents about victimization and whether or not it occurred at school in one question. This may have prompted respondents to report incidents that had occurred at school that may have been forgotten during the NCVS set of questions. Because of differences in the way the SCS and NCVS items were asked, it is recommended that rates developed from the SCS items not be compared to rates developed from the NCVS items.

Derived Variables

Several variables used in this report were derived by combining information from two or more questions. For the most part, the derived variables and the items that went into them were the same in both the 1989 and 1995 SCS.

The variable, **violent victimization**, was derived by combining two questions dealing with incidents at school. The first asked whether or not the respondent had had anything taken directly by force (question 20a in the 1995 questionnaire and question 26b in the 1989 questionnaire). Not counting incidents where the respondent had had anything taken directly by force, the second question asked if the respondent had been physically attacked at school (questions 22a and 28a in 1995 and 1989, respectively). If the respondent said yes to either, he or she was counted as having experienced some form of violent victimization.

Any victimization was derived from the **violent victimization** item and a question asking whether or not the respondent had had anything stolen at school (question 21a in 1995 and 27a in 1989). The question about having something stolen excluded incidents where something had been taken by force. If the respondent said something had been stolen, or had experienced some form of violent victimization, he or she was considered a victim in the **any victimization** item. All victimization items were dichotomous. Either the respondent had experienced a given form of victimization or had not.

[8] L. Bastian and B. Taylor, *School Crime: A National Crime Victimization Survey Report*.

The items **drug availability: 1995 definition** and **drug availability: 1989 definition** were also derived. In 1995, respondents were asked about the difficulty of obtaining marijuana, crack, cocaine, uppers/downers, LSD, PCP, heroin, or other illegal drugs at school (questions 18b through 18i in the 1995 questionnaire). If students reported any of these were easy to obtain or were hard to obtain, they were counted as believing drugs to be available in the **drug availability: 1995 definition** variable.

The same process went into constructing the **drug availability: 1989 definition** item. However, because the 1989 questionnaire (questions 22b through 22e) did not ask about the availability of LSD, PCP, or heroin, only the availability of marijuana, crack, cocaine, and uppers/downers was considered. This variable allowed comparisons to be made about perceptions of drug availability across the two SCS. For both derived drug availability variables, respondents had to say that all of the drugs covered were impossible to obtain to be counted as believing no drugs to be available.

A large number of respondents indicated that they were not sure if one or more of the listed drugs were available, or were not sure what one or more of the drugs were. These cases make up the difference in the tables between the number believing drugs to be available, believing no drugs to be available, and student population totals. The drug variables were trichotomous in form. Respondents were coded as believing drugs to be available, not available, or other.

The final derived variable, **student's race/ethnicity**, was a combination of two variables (both from the NCVS but included on the SCS files). The first question asked the race of the student and the second asked whether or not the student was of Hispanic origin. Respondents who answered yes to the second question were counted as Hispanic. Students who said they were white or black, but not of Hispanic origin were counted as white/non-Hispanic or black/non-Hispanic. Those of other races who were not Hispanic were counted as other/non-Hispanic.

III. Weighting and Statistical Analysis Procedures

Weighting

The purpose of the SCS data is to make inferences about the 12-to 19-year-old student population (see above for a more complete description of the population). Before such inferences can be drawn, it is important to adjust or weight the sample of students to assure they are similar to the entire population of such students. The weights used in this report are a combination of household level and person level adjustment factors. In the NCVS, adjustments were made to account for both household and person non-interviews. Additional factors were then applied to reduce the variance of the estimate by correcting for differences between the sample distribution of age, race, and sex, and known population distributions of these characteristics. The resulting weights were assigned to all interviewed households and persons on the file.

A special weighting adjustment was then performed for the SCS respondents. Non-interview adjustment factors were computed to adjust for SCS interview non-response. This non-interview factor was then applied

to the NCVS person level weight for each SCS respondent.

Standard Errors

The sample of students selected for each SCS is just one of many possible samples that could have been selected. It is possible that estimates from a given SCS student sample may differ from estimates that would have been produced from other student samples. This type of variability is called sampling error, or the standard error, because it arises from using a sample of students rather than all students.

The standard error is a measure of the variability of a parameter estimate. It indicates how much variation there is in the population of possible estimates of a parameter for a given sample size. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent, and that the difference would be less than 1.96 standard errors, about 95 percent. Standard errors for the percentage estimates are presented in the appendix tables.

Standard errors are typically developed assuming that a sample is drawn purely at random. The sample for the SCS was not a simple random sample, however. In order to help adjust the standard errors to account for the sample design, the Census Bureau developed three generalized variance function (gvf) constant parameters. The gvf represents the curve fitted to the individual standard errors calculated using the Jackknife Repeated Replication technique.[9] The three constant parameters (a, b, and c) derived from the curve fitting process were:

Year	a	b	c
1989	0.00001559	3,108	0.000
1995	0.00006269	2,278	1.804

To adjust the standard errors associated with percentages, the following formula is used:

$$\text{standard error of } p = \sqrt{\frac{bp(1.0 - p)}{y} + \frac{cp(\sqrt{p} - p)}{\sqrt{y}}}$$

where p is the percentage of interest expressed as a proportion and y is the size of the population to which the percentage applies. Once the standard error of the proportion is estimated, multiply it by 100 to make it applicable to the percentage.

To calculate the adjusted standard errors associated with population counts, the following applies:

$$\text{standard error of } x = \sqrt{ax^2 + bx + cx^{3/2}}$$

where x is the estimated number of students who experienced a given event (e.g., violent victimization).

Statistical Tests

For the most part, statistical tests done for this report rely on Student's *t* tests which are designed to determine if estimates are statistically different from one another. The

[9] A more detailed description of the generalized variance function constant parameters developed for the NCVS and SCS can be found in the previously cited report "*Criminal Victimization in the United States, 1994*".

only exception occurred when student characteristic variables had more than two categories and all of the categories could be rank ordered. These variables were student's age, grade, and household income. When comparing these items to indicators of crime, a different set of tests was used. Initially, to determine if a relationship existed between these demographic indicators and the crime indicators, adjusted chi-square tests were employed. If a statistically significant relationship was found, trend tests (weighted logistic regressions) were used to estimate its strength and direction.

Differences discussed in this report are significant at the 95 percent confidence level or higher. Where a lack of difference is noted, the significance of the difference is below this threshold. Differences between pairs of estimated percentages were tested using the Student's *t* statistic. This *t* statistic can be used to test the likelihood that the differences between two estimates are larger than would be expected simply due to sampling error.

To compare the difference between two independent percentage estimates, Student's *t* is calculated as:

$$t = \frac{p_1 - p_2}{\sqrt{se_1^2 + se_2^2}}$$

where p_1 and p_2 are the estimated percentages to be compared and se_1 and se_2 are their corresponding adjusted standard errors.

As the number of comparisons on the same set of data increases, the likelihood that the *t* value for one or more of the comparisons will exceed 1.96 simply due to sampling error increases. For a single comparison, there is a 5 percent chance that the *t* value will exceed 1.96 due to sampling error. For five tests, the risk of getting at least one *t* value over 1.96 due to sampling error increases to 23 percent. To compensate for the problem when making multiple comparisons on the same set of data, Bonferroni adjustments were made.

Bonferroni adjustments essentially deflate the alpha value needed to obtain a given confidence interval. Bonferroni adjustment factors are determined by establishing the number of comparisons that could be made for a given set of data. The alpha value for a given level of confidence is then divided by the number of possible comparisons. The resulting alpha value is then compared to the table of *t* statistics to find the *t* value associated with that alpha value.

The effect of modifying comparison of estimates to account for standard errors and Bonferroni adjustments is to occasionally make apparent differences statistically not significant. This helps explain why differences of roughly the same magnitude are statistically significant in some instances while not in others.

Because of the computational complexity associated with weighted logistic regressions (used as trend tests in this report), chi-square tests were used to determine if a relationship existed between student's age, grade in school, or household income and indicators of crime at school. If a chi-square test indicated a significant relationship, a follow-up test was conducted using a weighted logistic regression.

Fellegi adjustments were applied to the chi-square tests to account for effects of standard errors on the estimates.[10] A Fellegi adjustment is typically developed in two stages. The first stage adjusts the variances associated with an estimated cell percentage as follows:

$$\text{adjusted variance} = \frac{\text{var}_i}{(p_i(100 - p_i)/N)}$$

where p_i is the estimated weighted percent of cases in a given cell and var_i is the variance of this estimate. N denotes the unweighted population total. Before Fellegi adjustments were made, the cell variances were modified to account for the sample design using the gvf parameters.

Once the variances are adjusted, they are summed across all cells and the resulting sum is then divided by the number of cells. The chi-square estimate based on the weighted cell percentages is then divided by this quotient before determining if it is significant. The equation for the adjustment is:

$\chi^2 = \chi^2/D$, where $D = \Sigma D_i/I$ and

$$D_i = \frac{\text{var}(\sigma_i)}{\sigma_i(1-\sigma_i)/n}$$

where I is the number of cells in the cross tabulation and n is the unweighted sample size.

Weighted logistic regressions used in this report were also developed in several stages. The crime report indicators were dichotomized such that students who gave an affirmative response to the indicator being tested (e.g. responding yes to knowing another student who had brought a gun to school) were coded as ones and all other students were coded as zeros.[11]

The resulting logistic regression models took the following form:

$$Y_i = \beta_1 + \beta_2 X_i + u_i$$

where Y is the dependent variable and X is the independent variable (β_1 is the intercept term and u_i is the residual term). To assure that particular categories of the independent variable were not given undue weight, the entire equation was weighted by the inverse of the estimated variance of the independent variable in the model as follows:

$$\frac{Y_i}{\sigma_i^2} = \frac{\beta_1}{\sigma_i^2} + \frac{\beta_2 X_i}{\sigma_i^2} + \frac{u_i}{\sigma_i^2}$$

where σ_i^2 represents the estimated variance term.

[10] Fellegi, I.P. "Approximate Tests of Independence and Goodness of Fit Based on Stratified Multistage Samples." *Journal of the American Statistical Association*, 1980, pp. 273-279.

[11] Note that the crime indicators in the chi-square tests were dichotomized in the same manner.

Appendix A
Tables of Standard Errors

Table 1a.— Standard errors for the percent of students ages 12 through 19 reporting criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year					
	1989			1995		
	Victimization			Victimization		
	Any[1]	Violent[2]	Property[3]	Any[1]	Violent[2]	Property[3]
	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.
Total	0.4	0.2	0.4	0.5	0.2	0.4
Characteristic						
Student Sex						
Male	0.6	0.4	0.5	0.7	0.4	0.6
Female	0.6	0.2	0.6	0.6	0.3	0.6
Student Race/ethnicity						
White, non-Hispanic	0.5	0.3	0.5	0.6	0.3	0.5
Black, non-Hispanic	1.1	0.5	1.0	1.1	0.6	1.0
Hispanic	1.4	0.8	1.2	1.1	0.6	0.9
Other, non-Hispanic	2.2	0.9	2.1	1.9	1.0	1.7
Student Age						
12	1.2	0.7	1.1	1.2	0.7	1.0
13	1.2	0.6	1.1	1.1	0.7	1.0
14	1.2	0.6	1.1	1.1	0.6	1.0
15	1.1	0.6	1.0	1.0	0.5	1.0
16	1.0	0.5	0.9	1.0	0.5	0.8
17	0.9	0.4	0.9	0.9	0.4	0.9
18	1.2	0.6	1.1	1.0	0.5	0.8
19	2.6	1.2	2.6	2.5	1.5	2.1
Student Grade						
Sixth	1.6	1.0	1.5	1.4	0.9	0.5
Seventh	1.2	0.7	1.1	1.2	0.7	1.1
Eighth	1.1	0.6	1.0	1.1	0.6	1.0
Ninth	1.1	0.6	1.1	1.1	0.6	1.0
Tenth	1.1	0.5	1.0	1.0	0.5	0.9
Eleventh	0.9	0.5	0.9	0.9	0.4	0.8
Twelfth	0.9	0.3	0.8	0.9	0.4	0.8
Other	2.9	2.1	2.5	2.9	1.9	2.3
Student household income						
Less than $7,500	1.4	0.7	1.3	1.6	1.0	1.4
$7,500-$9,999	2.2	1.4	1.9	2.0	1.1	1.8
$10,000-$14,999	1.5	0.8	1.4	1.5	0.9	1.3
$15,000-$24,999	1.0	0.5	0.9	1.1	0.6	1.0
$25,000-$29,999	1.4	0.8	1.3	1.6	0.9	1.4
$30,000-$49,999	0.8	0.4	0.8	0.8	0.4	0.7
$50,000+	1.0	0.5	1.0	0.8	0.4	0.7
Not ascertained	1.3	0.6	1.2	1.3	0.7	1.2
Student place of residence						
Central city	0.8	0.4	0.8	0.8	0.5	0.7
Suburbs	0.6	0.3	0.6	0.6	0.4	0.6
Nonmetropolitan area	0.8	0.4	0.8	0.8	0.4	0.8
Student school type						
Public	1.4	0.7	1.3	0.5	0.3	0.5
Private	1.4	0.7	1.3	1.2	0.5	1.1
Not Ascertained	2.8	1.5	2.5	+	+	+

Table 1a.— Standard errors for the percent of students ages 12 through 19 reporting criminal victimization at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year					
	1989			1995		
	Victimization			Victimization		
	Any[1]	Violent[2]	Property[3]	Any[1]	Violent[2]	Property[3]
	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.
Perceptions of conditions at school						
Student reports of street gangs in school						
Yes	1.3	0.8	1.2	1.0	0.6	0.8
No	0.5	0.2	0.4	0.6	0.2	0.5
Don't know if present	1.8	0.9	1.7	1.0	0.6	0.9
Not ascertained	5.1	2.5	5.1	2.9	2.2	1.9
Student report of knowing a student who brought a gun to school						
Yes	—	—	—	1.4	0.9	1.3
No	—	—	—	0.5	0.2	0.4
Not ascertained	—	—	—	2.7	1.9	2.0
Student reports of seeing a student with a gun at school						
Yes	—	—	—	2.2	1.5	2.1
No	—	—	—	0.5	0.2	0.4
Do not know	—	—	—	+	+	+
Not ascertained	—	—	—	3.2	2.1	2.4
Student reports of drug availability: marijuana, cocaine, crack, uppers/downers[4]						
Any available	0.6	0.3	0.5	0.6	0.3	0.5
None available	1.1	0.5	1.0	1.0	0.4	0.9
Do not know/Not ascertained	0.7	0.4	0.7	0.8	0.5	0.7

— Question is not asked in the 1989 School Crime Supplement.
+ Fewer than 30 sample cases.

[1]Any victimization is a combination of reported violent and property victimization. If the student reported an incident of either, he or she is counted as having experienced any victimization. If the respondent reported having experienced both, he or she is only counted once under "Any victimization".
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.
[4]In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each was impossible to obtain, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

NOTE: s.e. is standard error.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 2a.— Standard errors for the percent of students ages 12 through 19 reporting the availability of drugs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year		
	1989	1995	1995
	Drug availability 1989 items[1]	Drug availability 1989 items[1]	Drug availability 1989 and 1995 items[1]
	s.e.	s.e.	s.e.
Total	0.6	0.4	0.8
Characteristics			
Student Sex			
Male	0.8	1.0	1.0
Female	0.8	1.0	1.0
Student Race/ethnicity			
White, non-Hispanic	0.7	0.9	0.9
Black, non-Hispanic	1.5	1.5	1.5
Hispanic	1.9	1.7	1.7
Other, non-Hispanic	3.1	2.8	2.8
Student Age			
12	1.5	1.5	1.6
13	1.5	1.6	1.6
14	1.5	1.5	1.5
15	1.5	1.4	1.4
16	1.4	1.4	1.4
17	1.3	1.4	1.4
18	1.8	1.8	1.7
19	5.0	4.1	4.1
Student Grade			
Sixth	2.0	1.8	1.9
Seventh	1.6	1.6	1.6
Eighth	1.5	1.6	1.6
Ninth	1.4	1.4	1.4
Tenth	1.5	1.4	1.4
Eleventh	1.3	1.4	1.3
Twelfth	1.3	1.4	1.4
Other	4.0	4.6	4.7
Student household income			
Less than $7,500	1.9	2.3	2.3
$7,500-$9,999	3.0	3.0	3.0
$10,000-$14,999	2.0	2.2	2.2
$15,000-$24,999	1.4	1.6	1.6
$25,000-$29,999	2.0	2.1	2.1
$30,000-$49,999	1.1	1.2	1.2
$50,000+	1.4	1.2	1.2
Not ascertained	1.9	1.9	1.8
Student place of residence			
Central city	1.1	1.2	1.2
Suburbs	0.8	1.0	1.0
Nonmetropolitan area	1.1	1.2	1.2
Student school type			
Public	0.6	0.8	0.8
Private	2.0	2.0	2.0
Not Ascertained	4.1	+	+

Table 2a.— Standard errors for the percent of students ages 12 through 19 reporting the availability of drugs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year		
	1989	1995	1995
	Drug availability 1989 items[1]	Drug availability 1989 items[1]	Drug availability 1989 and 1995 items[1]
	s.e	s.e	s.e.
Perceptions of conditions at school			
Student reports of street gangs in school			
Yes	1.4	1.0	1.0
No	0.6	1.0	0.9
Don't know if present	2.6	1.7	1.7
Not ascertained	9.4	4.5	4.5
Student reports of knowing a student who brought a gun to school			
Yes	—	1.2	1.2
No	—	0.8	0.8
Not ascertained	—	4.7	4.7
Student reports of seeing a student with a gun at school			
Yes	—	1.5	1.4
No	—	0.8	0.8
Do not know	—	+	+
Not ascertained	—	4.9	4.9
Student reports of being the victim of any violent or property crime at school			
Yes	1.4	1.5	1.4
No	0.6	0.8	0.8
Not ascertained	+	4.4	4.4
Student reports of being the victim of any violent crime at school[2]			
Yes	2.8	2.5	2.4
No	0.6	0.8	0.8
Not ascertained	+	4.8	4.8
Student reports of being the victim of any property crime at school[3]			
Yes	1.5	1.6	1.6
No	0.6	0.8	0.8
Not ascertained	9.6	4.7	4.7

— Question is not asked in the 1989 School Crime Supplement.
+ Fewer than 30 sample cases.
[1]In the 1989 School Crime Supplement, students are asked about the availability of marijuana, cocaine, crack, uppers and downers, and other illegal drugs. In the 1995 School Crime Supplement, students are asked about the availability of these drugs and are also asked about the availability of PCP, LSD, and heroin. When comparing across the two years, only those drugs that are listed on both surveys are counted (i.e. marijuana, cocaine, crack, and uppers and downers). This list of drugs is referred to as "Drug availability: 1989 definition". Other illegal drugs are excluded from the 1989 definition used in cross-year analyses. When not making comparisons across the two surveys and focusing solely on the 1995 estimates, all of the 1995 response categories counted (this approach is referred to as "Drug availability: 1995 definition").
[2]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.
[3]Property victimization includes theft of property from a student's desk, locker, or other locations.
NOTE: s.e. is standard error.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 3a.—Standard errors for the percent of students ages 12 through 19 reporting the difficulty of obtaining various drugs at school: 1989 and 1995

Drug	Year											
	1989						1995					
	Availability						Availability					
	Easy to Obtain	Hard to Obtain	Impossible to Obtain	Don't know if available	Don't know drug	Not ascert.	Easy to Obtain	Hard to Obtain	Impossible to Obtain	Don't know if available	Don't know drug	Not ascert.
	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.
Marijuana	0.6	0.5	0.4	0.5	0.1	0.0	0.7	0.6	0.6	0.5	0.1	0.1
Crack	0.3	0.6	0.5	0.6	0.2	0.0	0.4	0.7	0.7	0.6	0.1	0.1
Other forms of cocaine	0.4	0.6	0.5	0.6	0.1	0.0	0.4	0.7	0.7	0.6	0.1	0.1
Uppers/downers	0.5	0.5	0.4	0.6	0.3	0.0	0.6	0.6	0.6	0.6	0.4	0.1
LSD	—	—	—	—	—	—	0.4	0.7	0.7	0.6	0.3	0.1
PCP	—	—	—	—	—	—	0.3	0.6	0.7	0.6	0.4	0.1
Heroin	—	—	—	—	—	—	0.3	0.7	0.8	0.6	0.2	0.1
Other drugs	0.4	0.5	0.5	0.6	0.2	0.1	0.4	0.7	0.7	0.6	0.1	0.1

— Question was not asked in the 1989 School Crime Supplement.

NOTE: s.e. is standard error.
SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

Table 4a.— Standard errors for the percent of students ages 12 through 19 reporting the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995

Student characteristics and perceptions of conditions at school	Year							
	1989				1995			
	Street Gangs in School				Street Gangs in School			
	Yes	No	Do not know	Not ascert.	Yes	No	Do not know	Not ascert.
	s.e	s.e	s.e	s.e	s.e	s.e	s.e	s.e
Total	0.4	0.5	0.3	0.1	0.7	0.8	0.5	0.1
Characteristics								
Student Sex								
Male	0.6	0.7	0.3	0.1	0.9	1.0	0.6	0.2
Female	0.6	0.7	0.4	0.1	0.9	1.0	0.6	0.1
Student Race/ethnicity								
White, non-Hispanic	0.4	0.5	0.3	0.1	0.7	0.9	0.5	0.1
Black, non-Hispanic	1.2	1.3	0.8	0.2	1.5	1.6	1.0	0.4
Hispanic	1.8	1.9	0.9	0.3	1.7	1.7	1.1	0.3
Other, non-Hispanic	2.7	3.0	1.7	#	2.6	2.8	2.2	0.6
Student Age								
12	1.0	1.2	0.6	0.2	1.2	1.5	1.0	0.3
13	1.1	1.2	0.7	0.1	1.3	1.6	1.0	0.2
14	1.2	1.3	0.7	0.2	1.4	1.6	1.0	0.2
15	1.1	1.3	0.7	0.2	1.4	1.6	1.0	0.3
16	1.1	1.2	0.6	0.1	1.4	1.6	1.0	0.2
17	1.1	1.3	0.7	0.2	1.5	1.7	1.1	0.2
18	1.5	1.7	0.9	0.5	1.9	2.1	1.3	0.4
19	4.3	5.2	3.3	1.4	4.1	4.5	3.2	#
Student Grade								
Sixth	1.2	1.5	0.9	0.3	1.3	1.8	1.3	0.4
Seventh	1.2	1.3	0.6	0.1	1.3	1.6	1.1	0.2
Eighth	1.0	1.2	0.7	0.2	1.4	1.6	0.9	0.2
Ninth	1.2	1.3	0.7	0.2	1.4	1.6	1.0	0.3
Tenth	1.2	1.3	0.7	0.1	1.5	1.6	1.0	0.2
Eleventh	1.1	1.3	0.7	0.2	1.5	1.6	1.0	0.2
Twelfth	1.1	1.2	0.6	0.3	1.5	1.7	1.1	0.3
Other	2.5	3.4	2.4	1.2	3.4	4.3	2.6	1.4
Student household income								
Less than $7,500	1.4	1.7	1.0	0.3	2.2	2.3	1.6	0.4
$7,500-$9,999	2.5	2.9	1.8	0.0	2.8	3.0	2.4	1.0
$10,000-$14,999	1.7	1.8	1.0	0.3	2.0	2.2	1.5	0.2
$15,000-$24,999	1.1	1.2	0.6	0.2	1.5	1.7	1.1	0.4
$25,000-$29,999	1.5	1.7	0.9	0.3	2.0	2.2	1.3	0.3
$30,000-$49,999	0.8	0.9	0.5	0.2	1.1	1.3	0.8	0.2
$50,000+	0.9	1.1	0.6	0.1	1.0	1.2	0.8	0.2
Not ascertained	1.5	1.7	0.9	0.9	1.7	1.9	1.2	0.4
Student place of residence								
Central city	1.0	1.1	0.6	0.2	1.2	1.2	0.8	0.2
Suburbs	0.6	0.7	0.4	0.1	0.9	1.0	0.6	0.1
Nonmetropolitan area	0.6	0.8	0.5	0.1	1.0	1.2	0.8	0.2
Student school type								
Public	0.5	0.5	0.3	0.1	0.7	0.8	0.5	0.1
Private	0.8	1.1	0.7	0.2	0.9	1.4	0.9	0.2
Not Ascertained	0.8	3.7	2.4	1.7	+	+	+	+

Table 4a.— Standard errors for the percent of students ages 12 through 19 reporting the presence of street gangs at school, by selected characteristics and perceptions of conditions at school: 1989 and 1995 — Continued

Student characteristics and perceptions of conditions at school	Year							
	1989				1995			
	Street Gangs in School				Street Gangs in School			
	Yes	No	Do not know	Not ascert.	Yes	No	Do not know	Not ascert.
	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.	s.e.
Perceptions of conditions at school								
Student reports of being the victim of any violent or property crime at school								
Yes	1.3	1.4	0.7	0.2	1.6	1.6	1.0	0.2
No	0.4	0.5	0.3	0.0	0.7	0.8	0.5	0.1
Not ascertained	+	+	+	+	2.0	2.8	2.5	4.3
Student reports of being the victim of any violent crime at school[1]								
Yes	3.0	3.1	1.4	0.3	2.7	2.6	1.7	0.5
No	0.4	0.5	0.3	0.0	0.7	0.8	0.5	0.1
Not ascertained	+	+	+	+	1.9	3.5	2.9	4.9
Student reports of being the victim of any property crime at school[2]								
Yes	1.4	1.5	0.8	0.2	1.7	1.8	1.0	0.2
No	0.4	0.5	0.3	0.0	0.7	0.8	0.5	0.1
Not ascertained	4.9	9.7	4.8	9.4	2.6	3.6	3.0	5.2
Student reports of knowing a students who a brought gun to school								
Yes	—	—	—	—	1.7	1.6	0.9	0.2
No	—	—	—	—	0.7	0.8	0.5	0.1
Not ascertained	—	—	—	—	3.2	4.4	2.9	4.8
Student reports of seeing a student with a gun at school								
Yes	—	—	—	—	2.4	2.2	1.1	0.0
No	—	—	—	—	0.7	0.8	0.5	0.1
Do not know	—	—	—	—	10.5	11.7	11.5	5.5
Not ascertained	—	—	—	—	+	+	+	+
Student reports of drug availability: marijuana, cocaine, crack, uppers/downers[3]								
Any available	0.6	0.6	0.3	0.1	0.8	0.9	0.5	0.1
None available	1.0	1.0	0.5	0.2	1.0	1.4	0.9	0.2
Do not know/Not ascertained	0.8	1.0	0.5	0.1	1.1	1.5	1.2	0.5

— Question is not asked in the 1989 School Crime Supplement.

+ Fewer than 30 sample cases.

No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

[2]Property victimization includes theft of property from a student's desk, locker, or other locations.

[3]In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each was not available, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1989 and spring 1995.

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Table 5a.— Standard errors for the percent of students ages 12 through 19 reporting guns at school, by selected characteristics and perceptions of conditions at school: 1995

Student characteristics and perceptions of conditions at school	Year		
	1995		
	Took gun to school	Knew student with gun at school	Saw student with gun at school
	s.e.	s.e.	s.e.
Total	0.0	0.5	0.3
Characteristics			
Student Sex			
Male	0.0	0.6	0.4
Female	0.0	0.6	0.4
Student Race/ethnicity			
White, non-Hispanic	0.0	0.5	0.3
Black, non-Hispanic	0.1	1.1	0.8
Hispanic	0.1	1.0	0.8
Other, non-Hispanic	#	1.7	1.1
Student Age			
12	#	0.7	0.4
13	0.1	0.9	0.5
14	0.1	1.0	0.6
15	0.1	1.1	0.7
16	#	1.1	0.7
17	#	1.2	0.8
18	0.2	1.4	0.9
19	#	3.2	2.2
Student Grade			
Sixth	#	0.8	0.5
Seventh	#	0.8	0.5
Eight	0.1	0.9	0.2
Ninth	0.1	1.1	0.7
Tenth	0.1	1.0	0.7
Eleventh	#	1.1	0.8
Twelfth	#	1.2	0.8
Other	#	2.1	1.9
Student household income			
Less than $7,500	#	1.4	0.9
$7,500-$9,999	#	1.9	1.6
$10,000-$14,999	#	1.4	1.0
$15,000-$24,999	0.2	1.1	0.8
$25,000-$29,999	#	1.4	0.9
$30,000-$49,999	0.1	0.8	0.5
$50,000+	#	0.8	0.4
Not ascertained	#	1.2	0.7
Student place of residence			
Central city	#	0.8	0.6
Suburbs	0.0	0.6	0.4
Nonmetropolitan area	0.0	0.7	0.5
Student school type			
Public	0.0	0.5	0.3
Private	0.1	0.7	0.5
Not Ascertained	#	+	+

Table 5a.— Standard errors for the percent of students ages 12 through 19 reporting guns at school, by selected characteristics and perceptions of conditions at school: 1995 — Continued

Student characteristics and perceptions of conditions at school	Year		
	1995		
	Took gun to school	Knew student with gun at school	Saw student with gun at school
	s.e.	s.e.	s.e.
Perceptions of conditions at school			
Student reports of street gangs at school			
Present	0.1	1.0	0.7
Not present	0.0	0.4	0.2
Do not know if present	0.1	0.9	0.4
Not ascertained	#	2.3	#
Student reports of being the victim of any violent or property crime at school			
Yes	0.1	1.3	1.0
No	0.0	0.5	0.3
Not ascertained	#	0.0	0.0
Student reports of being the victim of any violent crime at school[1]			
Yes	0.4	2.3	1.9
No	0.0	0.5	0.3
Not ascertained	#	0.0	0.0
Student reports of being the victim of any property crime at school[2]			
Yes	0.1	1.4	1.0
No	0.0	0.5	0.3
Not ascertained	#	0.0	0.0
Student reports of the availability of drugs: marijuana, cocaine, crack, uppers/downers[3]			
Any available	0.0	0.6	0.4
None available	#	0.5	0.2
Do not know/Not ascertained	#	0.6	0.3

+ Estimate not reported because the row denominator contains less than 30 cases.

No cases are reported in this cell, although the event defined by this cell could have been reported by some students with these characteristics had a different sample been drawn.

[1]Violent victimization includes physical attacks or taking property from the student directly by force, weapons, or threats.

[2]Property victimization includes theft of property from a student's desk, locker, or other locations.

[3]In both the 1989 and 1995 SCS, students were asked about the availability of marijuana, cocaine, crack, and uppers/downers. If students reported any of these to be easy or hard to obtain at school, they are included in the "Any available" category. If they said each was not available, they are counted in the "None available" category. If students are not included in the first two categories, they are included in the "Do not know/Not ascertained" category.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Justice, Bureau of Justice Statistics, School Crime Supplement to the National Crime Victimization Survey, spring 1995.

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Appendix B
Questionnaires for the School Crime Supplements to the National Crime Victimization Survey: 1989 and 1995

OMB No. 1121-0139, Approval Expires 12/31/89

We estimate that it will take from 5 to 15 minutes to complete this interview, with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.

NOTICE – Your report to the Census Bureau is **confidential** by law (U.S. Code 42, Sections 3789g and 3735). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purposes.

FORM **SCS-1** (11-22-88)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

NATIONAL CRIME SURVEY
SCHOOL CRIME SUPPLEMENT

PGM 2

Sample: J____

Control number: PSU | Segment | CK | Serial

A. Field representative code [1000]

B. Respondent — [1001] Line No. [1002] Age — Name

C. Type of interview [1003]

1 ☐ Personal – Self
2 ☐ Telephone – Self
3 ☐ Personal – Proxy
4 ☐ Telephone – Proxy
} *SKIP TO ITEM 1, SECTION E*
5 ☐ Noninterview – *FILL ITEM D*

D. Reason for noninterview [1004]

1 ☐ NCS noninterview
SCS noninterview
2 ☐ Refused
3 ☐ Not available
4 ☐ Physically or mentally unable and no proxy available

FIELD REPRESENTATIVE – *Read introduction* –

Now I have some additional questions about your school activities.

E. Screen Questions For Supplement

1. Were you attending school at any time during the last six months? PGM 3 [1005]
1 ☐ Yes
2 ☐ No – *END INTERVIEW*

2. In what month did your current school year begin? [1006]
1 ☐ August
2 ☐ September
3 ☐ Other – *Specify* _____

3. Did you attend school for all of the last six months? [1007]
1 ☐ Yes – *SKIP to question 5*
2 ☐ No

4. How many months were you in school during the last six months? [1008]
1 ☐ One month
2 ☐ Two months
3 ☐ Three months
4 ☐ Four months
5 ☐ Five months

5. What grade are you in school? [1009]
1 ☐ Sixth
2 ☐ Seventh
3 ☐ Eighth
4 ☐ Ninth
5 ☐ Tenth
6 ☐ Eleventh
7 ☐ Twelfth
8 ☐ Other – *Specify* _____
9 ☐ College level – *END INTERVIEW*

F. Environmental Questions

6a. What is the name of your school?
_____
_____
[1010]

b. In what city, county, and state is your school located?
_____ City
[1011] _____ County
[1012] _____ State

7. Is your school public or private? [1013]
1 ☐ Public
2 ☐ Private

8. What grades are taught in your school? [1014] [1015]
Grades ☐☐ to ☐☐

9. How far away from your home is the school you attend? [1016]
READ THE CATEGORIES
1 ☐ **Less than 1 mile**
2 ☐ **1–5 miles**
3 ☐ **6–10 miles**
4 ☐ **11–25 miles**
5 ☐ **More than 25 miles**
6 ☐ **Don't know how far**

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F. Environmental Questions – Continued

10. How do you get to school most of the time? 1017
1 Walk
2 School bus
3 Public bus, subway, train
4 Car
5 Bicycle, motorbike, or motorcycle
6 Some other way – *Specify* —

11. How do you get home from school most of the time? 1018
1 Walk
2 School bus
3 Public bus, subway, train
4 Car
5 Bicycle, motorbike, or motorcycle
6 Some other way – *Specify* —

12. Are most students at your school allowed to leave the school grounds to eat lunch? 1019
1 Yes
2 No
3 Only certain grades
4 Don't know

13. In the past six months, have you participated in or attended any extra-curricular school activities? 1020
1 Yes
2 No

14. Do you spend most of the schoolday in the same classroom? 1021
1 Yes – *SKIP to question 16*
2 No

15. During class changes, do teachers stand in the doorways and monitor the halls? 1022
1 Yes
2 No

16. Does anyone (else) patrol the hallways during school hours? 1023
1 Yes
2 No

17. Are visitors to your school required to report to the school office? 1024
1 Yes
2 No
3 Don't know

18. Is it safe to store money or valuables in your locker at school? 1025
1 Yes
2 No
3 Don't have lockers
4 Don't know

19. What happens to a student who gets caught doing the following things in your school?
READ THE ANSWER CATEGORIES IF NECESSARY
Mark (X) all that apply

a. Being disrespectful to teachers? 1026 •
1 Nothing
2 Student disciplined by teacher
3 Student sent to the principal's office
4 Student's parents are notified
5 Detention
6 Suspension
7 Other – *Specify* —
8 Don't know

b. Fighting with other students? 1027 •
Mark (X) all that apply
1 Nothing
2 Student disciplined by teacher
3 Student sent to the principal's office
4 Student's parents are notified
5 Detention
6 Suspension
7 Other – *Specify* —
8 Don't know

c. Drinking or being drunk at school? 1028 •
Mark (X) all that apply
1 Nothing
2 Student disciplined by teacher
3 Student sent to the principal's office
4 Student's parents are notified
5 Detention
6 Suspension
7 Other – *Specify* —
8 Don't know

d. Cutting classes? 1029 •
Mark (X) all that apply
1 Nothing
2 Student disciplined by teacher
3 Student sent to the principal's office
4 Student's parents are notified
5 Detention
6 Suspension
7 Other – *Specify* —
8 Don't know

F. Environmental Questions – Continued

20. Have you attended any drug education classes in your school during the last six months? 1030
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

21. Does your school try to prevent students from having drugs or alcohol in school in any of the following ways?
READ THE CATEGORIES.
Mark (X) all that apply. 1031 •
1 ☐ **Locker searches**
2 ☐ **Security guards**
3 ☐ **Teachers or principal patrolling halls and school ground**
4 ☐ **Surprise restroom checks**
5 ☐ **Other** – Specify _____
6 ☐ **School takes no preventative action**

22. The following question refers to the availability of drugs and alcohol in school.
Tell me if you don't know what any of these items are.
How easy or hard is it for someone to get the following things at your school?
READ THE CATEGORIES.

		Easy	Hard	Impossible	D.K.	Don't know drug
a. Alcoholic beverages	1032	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Marijuana	1033	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Cocaine	1034	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Crack	1035	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Uppers/downers	1036	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Other illegal drugs	1037	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

23. Are there any street gangs at your school? 1038
1 ☐ Yes
2 ☐ No – *SKIP to question 25*
3 ☐ Don't know

24. How often do street gang members fight with each other at school? 1039
1 ☐ Never or almost never
2 ☐ Once or twice a year
3 ☐ Once or twice a month
4 ☐ Once or twice a week
5 ☐ Almost every day

25. In the last six months, did a student attack or threaten to attack a teacher in your school? 1040
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

G. Victimization

READ THE FOLLOWING –
The following questions are about crimes that may have happened to you at school. By "at school" we mean in the school building, on the school grounds, or on a school bus. Be sure to include crimes you have told me about earlier in this interview. PGM 4

26a. During the past six months, did anyone take money or things DIRECTLY FROM YOU by force, weapons, or threats at school? 1041
1 ☐ Yes
2 ☐ No – *SKIP to question 27a*

b. How many times did this happen during the last six month? 1042 ☐☐☐ Number of times

c. How many of these times was your total loss worth more than $10? 1043 ☐☐☐ Number of times

27a. During the last six months, did anyone steal something from your desk, locker, or some other place at school, (other than any incidents just mentioned)? 1044
1 ☐ Yes
2 ☐ No – *SKIP to question 28a*

b. How many times did this happen during the last six month? 1045 ☐☐☐ Number of times

c. How many of these times was your total loss worth more than $10? 1046 ☐☐☐ Number of times

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G. Victimization – Continued

28a. (Other than the incidents just mentioned), did anyone physically attack you at school during the last six months? 1047 — 1 Yes; 2 No – *SKIP to question 29*

b. How many times did this happen? 1048 — ___ Number of times

c. Did you go to a doctor as a result of (this/any of these) attacks? 1049 — 1 Yes; 2 No – *SKIP to question 28e*

CHECK ITEM A

If attacked only once, SKIP to question 28e

d. How many times did you receive injuries in any of these attacks at school that led to a visit to the doctor? 1050 — ___ Number of times

e. 1) *If 28b is one time, ASK* – Was that incident an attack or just a fight?
2) *If 28b is more than one, ASK* – How many of these *(fill in number from 28b)* attacks were just fights. 1051 — ___ Number of times; 0 Incident was an attack

H. Avoidance

29a. Did you stay at home any time during the last six months because you thought someone might attack or harm you at school? 1052 — 1 Yes; 2 No – *SKIP to question 30*

b. How many times did you stay at home because you thought someone might attack or harm you at school? 1053 — ___ Number of times

30. Did you STAY AWAY from any of the following places because you thought someone might attack or harm you there? *READ THE CATEGORIES*

a. The shortest route to school?	1054	1 Yes 2 No
b. The entrances into the school?	1055	1 Yes 2 No
c. Any hallways or stairs in school?	1056	1 Yes 2 No
d. Parts of the school cafeteria?	1057	1 Yes 2 No
e. Any school restrooms?	1058	1 Yes 2 No
f. Other places inside the school building?	1059	1 Yes 2 No
g. School parking lot?	1060	1 Yes 2 No
h. Other places on school ground?	1061	1 Yes 2 No
i. Extra-curricular school activities?	1062	1 Yes 2 No

31. How often are you afraid that someone will attack or harm you at school? 1063 — 1 Never; 2 Almost never; 3 Sometimes; 4 Most of the time

32. How often are you afraid that someone will attack or harm you on the way to and from school? 1064 — 1 Never; 2 Almost never; 3 Sometimes; 4 Most of the time

33. During the last six months how often did you bring something to school to protect yourself from being attacked or harmed? 1065 — 1 Never – *SKIP to Check Item B*; 2 Almost never; 3 Sometimes; 4 Most of the time } *ASK question 34*

34. What did you bring to school to protect yourself from being attacked or harmed? 1066 *Mark (X) all that apply*

1 Gun
2 Knife
3 Brass knuckles
4 Razor blade
5 Spiked jewelry
6 Mace
7 Nunchucks
8 Something else – *Specify* _____

35. Did bringing the weapon to school make you feel any safer? 1067 — 1 Yes; 2 No

CHECK ITEM B

Is this the last household member to be interviewed? 1 Yes – *END SUPPLEMENT*; 2 No – *Interview next household member*

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OMB No. 1121-0184: Approval Expires 12/31/95

We estimate that it will take from 5 to 15 minutes to complete this interview with 10 minutes being the average time. If you have any comments regarding these estimates or any other aspect of this survey, send them to the Associate Director for Management Services, Room 2027, Bureau of the Census, Washington, DC 20233, or to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, DC 20503.

NOTICE – Your report to the Census Bureau is **confidential** by law (U.S. Code 42, Sections 3789g and 3735). All identifiable information will be used only by persons engaged in and for the purposes of the survey, and may not be disclosed or released to others for any purposes.

FORM **SCS-1** (12-29-94)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR THE
BUREAU OF JUSTICE STATISTICS
U.S. DEPARTMENT OF JUSTICE

SCHOOL CRIME SUPPLEMENT TO THE NATIONAL CRIME VICTIMIZATION SURVEY

Sample	Control number PSU	Segment	CK	Serial
J____				

A. Field representative code — 001

B. Respondent — Line No. 002 — Age 003 — Name

C. Type of SCS Interview — 004

1 ☐ Personal ± Self
2 ☐ Telephone ± Self
3 ☐ Personal ± Proxy
4 ☐ Telephone ± Proxy
} *SKIP to INTRO 1*
5 ☐ Noninterview ± *FILL ITEM D*

D. Reason for SCS noninterview — 005

1 ☐ NCVS noninterview

SCS noninterview
2 ☐ Refused
3 ☐ Not available
4 ☐ Physically or mentally unable and no proxy available

FIELD REPRESENTATIVE ± *Read introduction*

INTRO 1 ± **Now I have some additional questions about things you experienced at school. These answers will be kept confidential, by law.**

E. SCREEN QUESTIONS FOR SUPPLEMENT

1. Did you attend school at any time during the last six months, that is, any time since 1st? — 006

1 ☐ Yes
2 ☐ No ± *END INTERVIEW*

2. What grade are you in school? — 007

1 Sixth
2 Seventh
3 Eighth
4 Ninth
5 Tenth
6 Eleventh
7 Twelfth
8 Other ± *Specify* _____
9 College/GED/Other noneligible ± *END INTERVIEW*

3. In what month did your current school year begin? — 008

1 August
2 September
3 Other ± *Specify* _____

4. Did you attend school for all of the last six months? — 009

1 ☐ Yes ± *SKIP to 6a*
2 ☐ No

5. How many months were you in school during the last six months? — 010

1 ☐ One month
2 ☐ Two months
3 ☐ Three months
4 ☐ Four months
5 ☐ Five months

F. ENVIRONMENTAL QUESTIONS

6a. What is the name of your school? Please provide the complete name of the school.

011

6b. In what city, county, and state is your school located?

FIELD REPRESENTATIVE ± *Probe, if necessary*

012 _____ City
013 _____ County
_____ State

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F. ENVIRONMENTAL QUESTIONS ± Continued

7a. Is your school public or private? — 014
1 ☐ Public
2 ☐ Private ± *SKIP to 7c*

7b. Is this your regularly assigned school or a school that you or your family chose? — 015
1 ☐ Assigned
2 ☐ Chosen
3 ☐ Assigned school is school of choice
SKIP to 8

7c. Is the school church-related? — 016
1 ☐ Yes
2 ☐ No ± *SKIP to 8*
3 ☐ Don't know

7d. Is the school Catholic? — 017
1 ☐ Yes, Catholic
2 ☐ No, other religion

8. What grades are taught in your school?

Pre-K or Kindergarten	00
	01
	02
	03
	04
	05
	06
	07
	08
	09
	10
	11
H.S. Senior	12
Post-graduate	13
All ungraded	20
All Special Education	30

Grades:
018 ☐☐ (lowest)
TO
019 ☐☐ (highest)

9. How do you get to school most of the time? — 020

FIELD REPRESENTATIVE ± *If multiple modes are used, code the mode in which the student spends the most time.*

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way ± *Specify* _____

10. How long does it take you to get from your home to school most of the time? — 021
1 ☐ Less than 15 minutes
2 ☐ 15 ± 29 minutes
3 ☐ 30 ± 44 minutes
4 ☐ 45 ± 59 minutes
5 ☐ 60 minutes or longer

11. How do you get home from school most of the time? — 022

FIELD REPRESENTATIVE ± *If multiple modes are used, code the mode in which the student spends the most time.*

If the student volunteers that he or she does not go directly home after school, record the mode that the student uses to get to his or her first destination after school.

1 ☐ Walk
2 ☐ School bus
3 ☐ Public bus, subway, train
4 ☐ Car
5 ☐ Bicycle, motorbike, or motorcycle
6 ☐ Some other way ± *Specify* _____

12a. Are most students at your school allowed to leave the school grounds to eat lunch? — 023
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

12b. How often do you leave school grounds to eat lunch? — 024

(READ CATEGORIES)

1 ☐ **Never**
2 ☐ **Once or twice a year**
3 ☐ **Once or twice a month**
4 ☐ **Once or twice a week**
5 ☐ **Almost every day**

13. In the past six months, have you participated in any extra-curricular school activities? — 025
1 ☐ Yes
2 ☐ No

14. Do you spend most of the school day in the same classroom? — 026
1 ☐ Yes
2 ☐ No

F. ENVIRONMENTAL QUESTIONS ± Continued

15. Does your school take any particular measures to ensure the safety of students?

For example, does the school have:

		Yes	No
a. Security guards?	027	1	2
b. Other school staff supervising the hallway?	028	1	2
c. Metal detectors?	029	1	2
d. Locked doors during the day?	030	1	2
e. A requirement that visitors sign in?	031	1	2
f. Locker checks?	032	1	2

16. I am going to read a list of statements that could describe a school. Thinking about your school over the past six months, would you strongly agree, agree, disagree, or strongly disagree with the following...

		Strongly Agree	Agree	Disagree	Strongly Disagree
a. Everyone knows what the school rules are	033	1	2	3	4
b. The school rules are fair	034	1	2	3	4
c. The punishment for breaking school rules is the same no matter who you are	035	1	2	3	4
d. The school rules are strictly enforced	036	1	2	3	4
e. If a school rule is broken, students know what kind of punishment will follow	037	1	2	3	4

17. Have you attended any drug education classes in your school during the last six months, that is, since _____ 1st? 038

1 Yes
2 No
3 Don't know

18. The following question refers to the availability of drugs and alcohol in school.

Tell me if you don't know what any of these items are.

How easy or hard is it for someone to get the following things at your school?

FIELD REPRESENTATIVE ± *For each item ask,*

Is it easy, hard, or impossible to get _____ at your school?

		Easy	Hard	Impossible	DK	DK drug
a. Alcoholic beverages	039	1	2	3	4	5
b. Marijuana	040	1	2	3	4	5
c. Crack	041	1	2	3	4	5
d. Other forms of cocaine	042	1	2	3	4	5
e. Uppers/downers	043	1	2	3	4	5
f. LSD	044	1	2	3	4	5
g. PCP	045	1	2	3	4	5
h. Heroin	046	1	2	3	4	5
i. Other illegal drugs	047	1	2	3	4	5

19. Are there any street gangs at your school? 048

1 Yes
2 No
3 Don't know

G. VICTIMIZATION

FIELD REPRESENTATIVE ± *Read Introduction*

INTRO 2 ± **The following questions are about crimes that may have happened to you at school. By "at school" we mean in the school building, on the school grounds, or on a school bus. Be sure to include any crimes you may have told me about earlier in this interview.**

20a. During the past six months, that is, since _____ 1st, did anyone take money or things DIRECTLY FROM YOU by force, weapons, or threats at school? 049

1 Yes
2 No ± *SKIP to 21a*

20b. How many times did this happen during the last six months? 050 ___ Number of times

20c. How many of these times was your total loss worth more than $10? 051 ___ Number of times

0 None

FORM SCS-1 (12-20-94)

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G. VICTIMIZATION – Continued

21a. During the last six months, did anyone steal something from your desk, locker, or some other place at school, (other than any incidents just mentioned)? — 052
1 Yes
2 No – *SKIP to 22a*

21b. How many times did this happen during the last six months? — 053 ___ Number of times

21c. How many of these times was your total loss worth more than $10? — 054 ___ Number of times
0 None

22a. (Other than the incidents just mentioned,) did anyone physically attack you at school during the last six months? — 055
1 Yes
2 No – *SKIP to 23a*

22b. How many times did this happen? — 056 ___ Number of times

22c. Did you go to a doctor as a result of (this/any of these) attack(s)? — 057
1 Yes
2 No – *SKIP to 22e*

If attacked only once in 22b, SKIP to question 22e.

22d. How many times did you receive injuries in any of these attacks at school that led to a visit to the doctor? — 058 ___ Number of times

22e. (1) *If 22b is one time, ASK* – **Was that incident an attack or just a fight?** — 059 ___ Number of fights
0 Incident(s) was/were an attack

FIELD REPRESENTATIVE – *If just a fight, enter 001 in the box for number of fights. If an attack, mark box 0.*

(2) *If 22b is more than one, ASK* – **How many of these** *(fill in number from 22b)* **attacks were just fights?**

H. AVOIDANCE

23a. Did you **STAY AWAY** from any of the following places because you thought someone might attack or harm you there?

(READ CATEGORIES)

		Yes	No
1. The shortest route to school?	060	1	2
2. The entrance into the school?	061	1	2
3. Any hallways or stairs in school?	062	1	2
4. Parts of the school cafeteria?	063	1	2
5. Any school restrooms?	064	1	2
6. Other places inside the school building?	065	1	2
7. School parking lot?	066	1	2
8. Other places on school grounds?	067	1	2

23b. Did you **AVOID** extra-curricular activities at your school because you thought someone might attack or harm you? — 068
1 Yes
2 No

24. How often are you afraid that someone will attack or harm you at school? — 069
(READ CATEGORIES)
1 Never
2 Almost never
3 Sometimes
4 Most of the time

25. How often are you afraid that someone will attack or harm you on the way to and from school? — 070
(READ CATEGORIES)
1 Never
2 Almost never
3 Sometimes
4 Most of the time

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I. WEAPONS

26. During the last six months how often did you bring something to school to protect yourself from being attacked or harmed? *(READ CATEGORIES)* — 071
1 ☐ Never ± *SKIP to 27b*
2 ☐ Almost never
3 ☐ Sometimes
4 ☐ Most of the time

27a. Did you bring any of the following to school to protect yourself from being attacked?

		Yes	No
1. Mace or pepper spray	072	1 ☐	2 ☐
2. Stick, club, or bat	073	1 ☐	2 ☐
3. Knife	074	1 ☐	2 ☐
4. Gun	075	1 ☐	2 ☐
5. Something else	076	1 ☐	2 ☐

27b. Do you know any other students who have brought a gun to your school in the last six months? — 077
1 ☐ Yes
2 ☐ No ± *SKIP to Intro 3*

27c. Have you actually seen another student with a gun at school in the last six months? — 078
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

J. GANGS

FIELD REPRESENTATIVE ± *Read Introduction*

INTRO 3 ± **We'd like to know a little more about any gangs at or around your school. You may know these as street gangs, fighting gangs, crews, or something else. For this survey, we are interested in gangs that may or may not be involved in violent or illegal activity.**

28. Do any of the students at your school belong to a street gang? — 079
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

29. What about gangs that don't have members attending your school ... have any of those gangs come around your school in the past six months? — 080
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

Is Item 28 or Item 29 marked "Yes?"
☐ Yes
☐ No ± *SKIP to Check Item C*

30. How do you know street gangs exist? Do gangs or gang members: *(READ CATEGORIES)*

		Yes	No	Don't know
a. Have a name?	081	1 ☐	2 ☐	3 ☐
b. Have a recognized leader?	082	1 ☐	2 ☐	3 ☐
c. Have their own territory or turf?	083	1 ☐	2 ☐	3 ☐
d. Tag or mark turf with graffiti?	084	1 ☐	2 ☐	3 ☐
e. Commit violent acts?	085	1 ☐	2 ☐	3 ☐
f. Spend time with other members of the gang?	086	1 ☐	2 ☐	3 ☐
g. Wear clothing or other items to identify their gang membership?	087	1 ☐	2 ☐	3 ☐
h. Have tatoos?	088	1 ☐	2 ☐	3 ☐

31. How often have street gangs been involved in fights, attacks or violence at your school in the past six months? *(READ CATEGORIES 1±5)* — 089
1 ☐ Never
2 ☐ Once or twice in the six months
3 ☐ Once or twice a month
4 ☐ Once or twice a week, or
5 ☐ Almost every day?
6 ☐ Don't know

32. Have street gangs been involved in the sale of drugs at your school in the past six months? — 090
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

33. Have any street gang members brought guns to your school in the past six months? — 091
1 ☐ Yes
2 ☐ No
3 ☐ Don't know

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J. GANGS ± Continued

	Were the supplement questions asked in private, or was an adult member of the household or family present during at least part of the questions? *If not sure or if a telephone interview, ask ±* **Was an adult member of the household or family present during at least part of the questions?**	993 1 ☐ Personal interview ± No adult present 2 ☐ Personal interview ± Adult present 3 ☐ Telephone interview ± No adult present 4 ☐ Telephone interview ± Adult present 5 ☐ Telephone interview ± Don't Know
	Is this the last household member to be interviewed?	☐ Yes ± *END SUPPLEMENT* ☐ No ± *Interview next household member*

NOTES

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